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ABSTRACT

One of six introductory modules in a 22-module series designed to train vocational education curriculum specialists (VECS), this guide is intended for use by both instructor and student in a variety of education environments, including independent study, team teaching, seminars, and workshops, as well as in more conventional classroom settings. The guide has five major sections. Part I, Organization and Administration, contains an overview and rationale, educational goals and performance objectives, recommended learning materials, and suggested reference materials. Part II, Content and Study Activities, contains the content outline arranged by goals. Study activities for each goal and its corresponding objectives follow each section of the content outline. Content focus is on early and contemporary vocational education legislation, the National Study Panel Reports that provide the basis for the three major pieces of vocational education legislation, the Smith-Hughes Act of 1917, the Vocational Education Act of 1963, and the Vocational Education Amendments of 1968. Part III, Group and Classroom Activities, suggests classroom or group activities and discussions keyed to specific content in the outline and to specific materials in the list of references. Part IV, Student Self-Check, contains questions directly related to the goals and objectives of the module, which may be used as a pretest or posttest or as a periodic self-check for students in determining their own progress throughout the module. Part V, Appendix, contains suggested responses to the study activities from part II and responses to the student self-checks. (HD)

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VOCATIONAL EDUCATION CURRICULUM SPECIALIST

VECS

# Module 5:

# Legislative Mandates for Vocational Education

**STUDY GUIDE**

**(TEACHING/LEARNING MODULE)**

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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-Study Guide-

Module 5

# LEGISLATIVE MANDATES FOR VOCATIONAL EDUCATION

This document is one of a series of teaching/learning modules designed to train Vocational Education Curriculum Specialists. The titles of all individually available documents in this series appear below:

INTRODUCTORY MODULES

1. The Scope of Vocational Education
2. Roles of Vocational Educators in Curriculum Management
3. Current Trends in Vocational Education
4. Organization of Vocational Education
5. Legislative Mandates for Vocational Education
6. The Preparation of Vocational Educators

CORE MODULES

1. Important Differences Among Learners
2. Learning Processes and Outcomes
3. Applying Knowledge of Learning Processes and Outcomes to Instruction
4. Assessing Manpower Needs and Supply in Vocational Education
5. Laying the Groundwork for Vocational Education Curriculum Design
6. Selecting Instructional Strategies for Vocational Education
7. Derivation and Specification of Instructional Objectives
8. Development of Instructional Materials
9. Testing Instructional Objectives
10. Fiscal Management of Vocational Education Programs
11. Introducing and Maintaining Innovation
12. Managing Vocational Education Programs
13. Basic Concepts in Educational Evaluation
14. General Methods and Techniques of Educational Evaluation
15. Procedures for Conducting Evaluations of Vocational Education

SEMINARS AND FIELD EXPERIENCE MODULE

(Seminars in Authority Roles and the Curriculum Specialist in Vocational Education, and Leadership Styles and Functions of the Curriculum Specialist in Vocational Education; field work in Project Design and Administration, Operation of School Programs, Evaluation of School Programs, Educational Research and Development, and State, Regional, and Federal Program Supervision)

INSTALLATION GUIDE

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# PREFACE

Who is a vocational education curriculum specialist? The answer to this question is not as simple as it might appear. A vocational education curriculum specialist is likely to work in many different capacities, including, but not limited to: instructor, department chairperson, dean of vocational-technical education, vocational supervisor, principal, state or local director of vocational education, and curriculum coordinator.

The specialist is, perhaps, more identifiable by his/her responsibilities, which include, but are not limited to:

- planning, organizing, actualizing, and controlling the work of an educational team performed to determine and achieve objectives.
- planning, organizing, and evaluating content and learning processes into sequential activities that facilitate the achievement of objectives.
- diagnosing present and projected training needs of business, industry, educational institutions, and the learner.
- knowing, comparing, and analyzing different theories of curriculum development, management, and evaluation and adapting them for use in vocational-technical education.

This teaching/learning module is part of a set of materials representing a comprehensive curriculum development project dealing with the training of vocational education curriculum specialists. The purpose of this two-year project was 1) to design, develop, and evaluate an advanced-level training program, with necessary instructional materials based on identified vocational education curriculum specialist competencies, and 2) to create an installation guide to assist instructors and administrators in the implementation process.

The curriculum presented here is, above all else, designed for flexible installation. These materials are not meant to be used only in the manner of an ordinary textbook. The materials can be used effectively by both instructor and student in a variety of educational environments, including independent study, team teaching, seminars, and workshops, as well as in more conventional classroom settings.

Dr. James A. Dunn
Principal Investigator and
presently Director,
Developmental Systems Group
American Institutes for Research

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| | |
|---|---|
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| Ken Edwards | *International Brotherhood of Electrical Workers* |
| Mary Ellis | *President, American Vocational Association* |
| George McCabe | *Program Director, Consortium of California State University and Colleges* |
| Curtis Henson | *Atlanta Independent School District, Georgia* |
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- California State University, San Diego
- California State University, San Francisco
- California State University, San Jose
- California State University, Los Angeles

Iowa State University
University of California Los Angeles
University of Northern Colorado

Overall responsibility for the direction and quality of the project rested with James A. Dunn, Principal Investigator. Project management, supervision, and coordination were under the direction of John E. Bowers, Project Director.

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# Part I:

# Organization and Administration

# PART I
# ORGANIZATION AND ADMINISTRATION

## Guidelines

This study guide has five major sections. Each section contains useful information, suggestions, and/or activities that assist in the achievement of the competencies of a Vocational Education Curriculum Specialist. Each major section is briefly described below.

PART I: ORGANIZATION AND ADMINISTRATION

PART I contains an Overview and Rationale, Educational Goals and Performance Objectives, Recommended Learning Materials, and Suggested Reference Materials. This section will help the user answer the following questions:

- How is the module organized?
- What is the educational purpose of the module?
- What specifically should the user learn from this module?
- What are the specific competencies emphasized in this module?
- What learning materials are necessary?
- What related reference materials would be helpful?

PART II: CONTENT AND STUDY ACTIVITIES

Part II contains the content outline arranged by goals. The outline is a synthesis of information from many sources related to the major topics (goals and objectives) of the module. Study activities for each goal and its corresponding objectives follow each section of the content outline, allowing students to complete the exercises related to Goal 1 before going on to Goal 2.

PART III: GROUP AND CLASSROOM ACTIVITIES

The "Activities-Resources" column in the content outline contains references to classroom or group activities and discussion questions related to specific content in the outline. These activities and discussion questions

are located in PART III and are for optional use of either the instructor or the student. Both the classroom activities and discussion questions are accompanied by suggested responses for use as helpful examples only--they do not represent conclusive answers to the problems and issues addressed. Also contained in the "Activities-Resources" column are the reference numbers of the resources used to develop the content outline. These reference numbers correspond to the numbers of the Suggested Reference Materials in PART I.

PART IV: STUDENT SELF-CHECK

PART IV contains questions directly related to the goals and objectives of the module. The self-check may be used as a pre-test or as a post-test, or as a periodic self-check for students in determining their own progress throughout the module.

PART V: APPENDICES

Appendix A contains responses to the Study Activities from PART II, and Appendix B contains responses to the Student Self-Check. The responses provide immediate feedback to the user and allow the module to be used more effectively for individualized study. They have been included in the last part of the module as appendices to facilitate their removal should the user wish to use them at a later time rather than concurrently with the rest of the module.

Approximately 20 hours of out-of-class study will be necessary to complete this module.

## Overview and Rationale

Why study legislation? Because legislation, more than any other subject, most clearly reveals the history of vocational education which includes its growth and development from a national program of five million dollars in 1920 to over several billion dollars in 1970; its basic principles established early in the Smith-Hughes Act of 1917 and expanded and updated for modern times by the Vocational Education Act of 1963 and

the 1968 Amendments; the individual personalities concerned with the promotion and advancement of the field; the national condition (economically, politically, professionally, and socially) at the time of the passage of such legislation. Studying legislation also provides a basis for looking at the future. According to Nystrom (14), "The real value in studying legislation, both past and present, is not in memorizing the sections and subsections of the various laws, but rather in being able to predict future trends and to utilize these predictions in the program planning function."

The content of the module is divided into three major areas. The first area concerns early and contemporary federal legislation for vocational education, briefly describing the major features and characteristics of specific pieces of legislation from the Morrill Act of 1862 to the Vocational Amendments of 1975-76 that are currently being considered by Congress.

Next, the module describes the three national study panels and the panel reports that provided the basis for the major pieces of vocational education legislation. Each panel--the Commission on National Aid to Vocational Education (1914), the Panel of Consultants on Vocational Education (1961-1962), and the ad hoc Advisory Council on Vocational Education (1968)--was appointed to study the needs for vocational education and to make recommendations for changes to bring vocational education more into line with "what should be" rather than maintaining "what is." The panel reports were particularly significant because they shaped subsequent legislation. These documents include "Report of the Commission on National Aid to Vocational Education," "Education for a Changing World of Work," and "Vocational Education: The Bridge Between Man and His Work." The module also describes the current national study panel which is the National Advisory Council. This Council continues to influence changes and growth in vocational education.

Finally, the module considers the key economic, political, professional, and social factors of the times that have created the environment for the development of the major pieces of vocational education legislation.

## Goals and Objectives

Upon completion of this module, the student will be able to achieve the following goals and objectives:

GOAL 5.1: SUMMARIZE AND EXPLAIN THE SIGNIFICANCE OF EARLY AND CONTEMPORARY FEDERAL LEGISLATION FOR VOCATIONAL EDUCATION.

Objective 5.11 Given a descriptive statement of a significant piece of vocational education legislation, identify the legislation to which the statement refers.

Objective 5.12 State the significance of the three major pieces of vocational education legislation, namely, the Smith-Hughes Act of 1917, the Vocational Education Act of 1963, and the Vocational Education Amendments of 1968.

GOAL 5.2: REVIEW AND SYNTHESIZE THE NATIONAL STUDY PANEL REPORTS THAT PROVIDED THE BASIS FOR THE THREE MAJOR PIECES OF VOCATIONAL EDUCATION LEGISLATION, NAMELY, THE SMITH-HUGHES ACT OF 1917, THE VOCATIONAL EDUCATION ACT OF 1963, AND THE VOCATIONAL EDUCATION AMENDMENTS OF 1968.

Objective 5.21 Identify the specific national study panel and its report that provided the basis for the Smith-Hughes Act of 1917.

Objective 5.22 Identify the specific national study panel and its report that provided the basis for the Vocational Education Act of 1963.

Objective 5.23 Identify the specific national study panel and its report that provided the basis for the Vocational Education Amendments of 1968.

Objective 5.24 List the economic, social, educational, and individual needs for vocational education as described by the Commission on National Aid to Vocational Education (1914), the Panel of Consultants on Vocational Education (1961-1962), and the Advisory Council on Vocational Education (1968).

Objective 5.25 Compare and contrast the needs for vocational education as identified by the Commission on National Aid to Vocational Education (1914), the Panel of Consultants on Vocational Education (1961-1962), and the Advisory Council on Vocational Education (1968).

GOAL 5.3: ANALYZE THE ECONOMIC, POLITICAL, PROFESSIONAL, AND SOCIAL FACTORS OF THE TIMES THAT LED TO THE LEGISLATIVE ENACTMENT OF THE SMITH-HUGHES ACT OF 1917, THE VOCATIONAL EDUCATION ACT OF 1963, AND THE VOCATIONAL EDUCATION AMENDMENTS OF 1968; AND THE PROPOSED VOCATIONAL EDUCATION AMENDMENTS OF 1975-76.

Objective 5.31 Identify the key economic, political, professional, and social factors that affected the enactment of the Smith-Hughes Act of 1917.

Objective 5.32 Identify the key economic, political, professional, and social factors that affected the enactment of the Vocational Education Act of 1963.

Objective 5.33 Identify the key economic, political, professional, and social factors that affected the enactment of the Vocational Education Amendments of 1968.

Objective 5.34 Describe the status and progress of current legislation in regard to the proposed Vocational Education Amendments of 1975-76.

## Recommended Materials

Nystrom, Dennis C. Occupation and Career Education Legislation. Indianapolis, Indiana: Howard W. Sams & Co., Inc., 1973.

## Suggested References


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24. Vocational Education: The Bridge Between Man and His Work. General Report of the Advisory Council on Vocational Education. Washington, D. C.: U. S. Government Printing Office, 1968.

# Part II:

# Content and Study Activities

# PART II
# CONTENT AND STUDY ACTIVITIES

## Goal 5.1

| Content Outline | Activities-Resources |
|---|---|
| Goal 5.1: Summarize and Explain the Significance of Early and Contemporary Federal Legislation for Vocational Education. | |
| A. What is a Legislative Mandate?* | * See Discussion Question A in Part III. |
| B. Early Vocational Education Legislation. Vocational education became a national program with the enactment of the Smith-Hughes Act, which officially provided the first federal aid for vocational education. Previously, the Morrill Act had provided funds for "vocational education." | |
| 1. The Morrill Act | |
| a. The Morrill Act, named after Senator Justin A. Morrill of Vermont, became effective July 2, 1862. It was designated as "An act donating public lands to the several states and territories which may provide colleges for the benefit of agriculture and the mechanic arts." Under the provisions of the act, each state was provided with 30,000 acres of public land for each Senator and | |

Representative in Congress. "The leading objectives shall be, without excluding other scientific and classical studies... to teach such branches of learning as are related to agriculture and the mechanical arts...in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life." (United States Statutes at Large, XII. Chapter 130, p. 504.)

b. The significance of this act was that it provided the first federal aid specifically for vocational education, although it was not fully recognized as such at the time.

2. Smith-Hughes Act

a. The Smith-Hughes Act is the basic federal vocational education act, passed in 1917, which established the principles of federal financial aid and cooperation with the states in promoting public vocational education in agriculture, trades and industry, and home economics for persons aged 14 and over but not leading to the baccalaureate degree. The continuing yearly appropriations are administered under the Vocational Education Act of 1963 as amended by the Vocational Education Amendments of 1968 (2).

(2) Vocational Technical Terminology.

b. The Smith-Hughes Act was an automatic appropriation bill, providing a grant in

perpetuity to the states of approximately $7.2 million annually. It differs from modern vocational education legislation, which does not provide for permanent appropriation. Modern legislation--the Vocational Education Act of 1963 and the 1968 Amendments--is enabling legislation, authorizing federal grants for states to help support and develop vocational education programs.

c. To participate in the benefits of the Smith-Hughes Act, the states were required to create or designate a state board for vocational education; prepare a state plan showing the programs they intended to provide under the act; make an annual report to the Federal Board for Vocational Education showing the work done during the year and the receipt and expenditure of the money; and provide the program only in schools under public supervision or control. The minimum age requirement for students was 14 years (14).*

d. The money for agricultural education was allocated to the states on the basis of the ratio of the state's rural population to the total U. S. rural population; urban population was used as the basis for allocations for trade and industrial and home economics education; and total population

(14) Occupation and Career Education Legislation, pp. 10-14.
Also see (15) Vocational Education in a Democracy, pp. 440-445.

* See Discussion Question B in Part III.

was used as the basis for distribution of the teacher-training funds (14)*.

3. Other Early Vocational Education Legislation (6). Other early legislation for vocational education was primarily amendments to the Smith-Hughes Act. Such legislation either added new occupational funding categories to those already established by Smith-Hughes or authorized additional funds beyond those provided by Smith-Hughes. Such legislation included all of the following:
   a. The George-Reed Act of 1929 promoted further development of agriculture and home economics education. The home economics appropriations were separated from the appropriations for trades and industry purposes, making it possible to expand services in the field of home economics. The temporary nature of this act, scheduled to expire in 1934, brought about the development and support of the George-Ellzey Act.
   b. The George-Ellzey Act of 1934, like the preceding act, was designed to support home economics and agriculture education in addition to trade and industrial education. This act also contained a time limit deterring long range vocational education planning. Efforts to end this kind of piecemeal legislation were made resulting in the enactment of the George-Deen Act.

(14) Occupation and Career Education Legislation. Also see (15) Vocational Education in a Democracy, Chap. 17.

* See Discussion Question C in Part III.

(6) A Synthesis of Activities Leading to the Enactment of the Vocational Education Act of 1963.

c. The George-Deen Act of 1936 authorized an annual appropriation of $14 million on a continuing basis for agriculture, home economics, trades and industrial, and, for the first time, distributive occupations programs. This act, unlike the two preceding acts, authorized appropriations for teacher training and reimbursement of salaries for supervisors, directors and teachers in the three major occupational programs.

d. The Defense Training Act of 1940 provided for the training of manpower for national defense purposes and the acquisition of space, equipment and facilities for such training. Appropriations were greatly expanded during World War II and vocational educators played a key role in the training of war production workers. The program was terminated after peace was restored in 1945.

e. The George-Barden Act of 1946 amended and superseded the George-Deen Act and authorized increased appropriations for the traditional occupational programs in addition to providing funds for vocational guidance, training and work experience for out-of-school youth and training of apprentices.

f. The Health Amendments Act of 1956 provided grants to states for practical nurse training.

g. The National Defense Education Act was passed in 1958 after the Soviet Union launched Sputnik. The act amended the George-Barden Act by adding Title III, annual appropriations for area vocational education programs designed to meet the national defense needs for highly skilled technicians. The act was extended by President Kennedy in 1961.

h. The Area Redevelopment Act of 1961 provided for training and retraining of unemployed workers who lived in designated redevelopment areas. Provisions of this act were incorporated in the 1965 amendments to the Manpower Development and Training Act of 1962.

i. The Manpower Development and Training Act of 1962 provided funds for training and retraining of underemployed and unemployed individuals to develop skills needed for employment (6).

(6) A Synthesis of Activities Leading to the Enactment of the Vocational Education Act of 1963.

C. Contemporary Vocational Education Legislation. The Vocational Education Act of 1963 and the 1968 Amendments provide the basis for the contemporary program of vocational education.

1. Vocational Education Act of 1963

   a. The Vocational Education Act of 1963 was a law enacted to authorize federal grants to states to assist them to maintain, extend, and improve existing programs of vocational education, to develop new programs of vocational education, and to provide part-time employment for youths who need the earnings to continue their vocational training on a full-time basis. The act was comprehensive in providing for persons of all ages in all communities of the United States to have ready access to vocational training or re-training which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training. VEA 1963 was subsequently amended by the Vocational Education Amendments of 1968 (2).

   b. The Vocational Education Act of 1963 was the first modernization and revitalization of the national program in five decades. It focused on services to people--meeting the needs of individuals--in contrast to prior acts which only provided for training personnel in a few occupational categories. The effect of this shift in

(2) Vocational-Technical Terminology, 1971.

emphasis was to remove artificial barriers to flexibility in student programming, which had developed through the use of occupational categories. The intent of the new act was to provide services to people without respect to predetermined occupational groupings. Occupations designated as professional occupations (usually those requiring a baccalaureate degree) were not to be included among the occupations for which training was to be provided. With this exception, the act suggested, in effect, that if a training need existed, funds were available to take care of the need (19).*

(19) Introduction to Trade, Industrial, and Technical Education, pp. 11-17. Also see (22) Foundations of Vocational Education: Social and Philosophical Concepts, pp. 77-78.

* See Discussion Question D in Part III.

2. Vocational Education Amendments of 1968

   a. The 1968 Amendments amended all previous vocational education acts and repealed the George-Barden Act of 1946. The declaration of purpose of the amendments differed from the 1963 Act in that those in post-secondary schools were specified among the groups which will have ready access to vocational training or retraining.

   b. The 1968 Amendments specified that funds allotted to the states were to be used to maintain, extend, and promote vocational education programs to meet

- the needs of the following categories of people:
  (1) high school students, including programs to prepare them for advanced or highly skilled post-secondary vocational-technical education;
  (2) persons who have completed or left high school and who are available for study in preparation for entering the labor market;
  (3) persons who have already entered the labor market and who need training or retraining to achieve stability or advance in employment;
  (4) persons who have academic, socio-economic, or other handicaps that prevent them from succeeding in the regular vocational education programs;
  (5) persons who have handicaps (physical) and who need special educational assistance or require a modified vocational education program (14).*

c. The Amendments created a National Advisory Council on Vocational Education and required the appointment of a State Advisory Council as a condition of eligibility for the receipt of federal funds.

3. The Education Amendments of 1972.

a. The Education Amendments of 1972 (P.L. 92-318) became effective June 23, 1972.

(14) Occupation and Career Education Legislation, Chap. 4. Also see (19) Introduction to Trade, Industrial and Technical Education pp. 17-28; (22) Foundations of Vocational Education: Social and Philosophical Concepts, pp. 79-83.

* See Discussion Question E in Part III.

They are considered one of the most comprehensive pieces of federal legislation for education ever passed. They amended the Higher Education Act of 1965, the Vocational Education Act of 1963, the General Education Provisions Act, and the Elementary and Secondary Education Act of 1965.

b. Title X of the Education Amendments of 1972 is of greatest significance to vocational education. Part A of Title X requires that each state establish a Postsecondary Education Commission and that this commission develop a statewide plan for the expansion or improvement of postsecondary education programs in community colleges. The Act authorizes funding ($50 million for FY 1973, $75 million for FY 1974, and $150 million for FY 1975) to encourage and assist those states and localities which desire to establish and/or expand their community colleges.

c. Part B of Title X requires a comprehensive program of planning for the establishment and operation of postsecondary occupational education programs. It authorizes funding for such purposes: $100 million for FY 1973, $250 million for FY 1974, and $500 million for FY 1975.

d. Part C of Title X establishes the Bureau of Occupational and Adult Education within USOE. This Bureau administers Title X of

the Education Amendments of 1972, the Vocational Education Act of 1963, the Adult Education Act, the functions of USOE relating to vocational, technical, and occupational training in community colleges and any other Act vesting authority in the Commissioner for vocational, occupational, adult, and continuing education.

D. Other Contemporary Legislation Affecting Vocational Education*

1. Vocational education is currently governed and funded under the Smith-Hughes Act of 1917, and the Vocational Education Act of 1963 as amended in 1968. Under this past legislation, vocational education is authorized a total of $842 million per year including an appropriation of $7.2 million in perpetuity from the Smith-Hughes Act. Although this amount is authorized, the entire amount is not appropriated each year. During the summer of 1975, for example, the President vetoed the education appropriations bill for FY 76,which would have provided $547.9 million for vocational education. As a result, under a continuing resolution vocational education will be funded for the coming year at the lesser of the House or Senate passed amount until Congress prepares an appropriations measure suitable to the President(1).

* See Classroom Activities 1 and 2 in Part III.

(1) Legislative Information for Affiliated State Associations. Also, information from Melvin L. Barlow, Chairman, Division of Vocational Education, UCLA, by interview July 29 and 31, 1975.

2. Congress is now considering new legislation for vocational education. Instead of drafting what would become a completely new act, however, Congress is expected to pass the Vocational Education Amendments of 1976, basically an extension of the Vocational Education Act of 1963 as amended in 1968 (1).
3. At the time of publication, five separate bills have been submitted to the House and Senate by the following groups: American Vocational Association (AVA), American Association of Community and Junior Colleges (AACJC), American Personnel and Guidance Association (APGA), National Association of State Universities and Land Grant Colleges (NASULGC), and the U. S. Office of Education (the Administration's bill).

   In addition to the organization-sponsored bills, the House and Senate each have their own vocational education bills. Congressman Carl Perkins (D-Ky), Chairman of the House Education and Labor Committee, and Congressman Albert Quie (R-Minn), Ranking Minority Member on the Committee, jointly introduced the bill in the House. Senator Claiborne Pell (D-RI), Chairman of the Senate Education Sub-Committee, and

(1) Legislative Information for Affiliated State Associations. Also, information from Melvin L. Barlow, Chairman, Division of Vocational Education, UCLA, by interview July 29 and 31, 1975.

Senator J. Glenn Beall, Jr. (R-Md), Ranking Minority Member on the Sub-Committee introduced a similar bill in the Senate.

There are many similarities among the various bills. For example, the APGA bill contains sections that relate closely to the career guidance and prevocational experience included in Part B of the bill sponsored by AVA.

At the same time, the various bills represent different priorities and points of view. For example, the AVA-sponsored legislation would maintain the State Board for Vocational Education for the purpose of planning, coordinating and administering federal grants to the states. The AACJC-sponsored bill would eliminate the single state agency concept.

For the next few months, the education committees of the House and Senate will continue to digest and rework these bills as they "mark up" or modify their own bills. If the two final bills are sufficiently different, a House-Senate conference committee will meet to make compromises in the final bill. This bill, once approved by the entire Congress, will be sent to the President for signature. If the President signs the bill, it becomes

an act or public law. If he vetoes the bill, vocational education will continue to operate under the present legislation. Congress may, of course, vote to override the veto.

It is important to note that federal funding is a relatively small portion of the money spent for vocational education; the majority of funds are provided by state and local taxes. The present federal appropriation is approximately $.5 billion compared to $3.0 billion spent by state and local governments: a 6-to-1 ratio. Federal legislation and funding, therefore, is intended as a standard for states to follow to ensure adequate performance in vocational education (1).

(1) Legislative Information for Affiliated State Associations. Also, information from Melvin L. Barlow, Chairman, Division of Vocational Education, UCLA, by interview July 29 and 31, 1975.

## E. Study Activities

*Based on your reading of the content outline and any additional references as suggested, complete the following activities.*

1. For each of the lettered statements below, identify the specific piece of legislation to which the statement refers. More than one statement may refer to any single piece of legislation.

   a. This law created the first federal organization for the administration of vocational education.
   b. This law provided the first federal aid for the occupational category of "distributive occupations."
   c. This law established the pattern for federal-state cooperation in vocational education.
   d. This law was the first to emphasize specific groups of people rather than occupational categories.
   e. This law provided the first categorical financial support for vocational education--for agriculture, home economics, and trades and industry.
   f. This law created a National Advisory Council for Vocational Education.
   g. This law established the Bureau of Occupational and Adult Education within the U.S. Office of Education.
   h. This was the first act to authorize grants to the states for practical nurse training.
   i. This law granted public lands to the states for the establishment of agricultural and mechanical arts colleges.
   j. This law separated appropriations for home economics from appropriations for trades and industry, as had been provided by the Smith-Hughes Act.
   k. This was the first act to authorize appropriations specifically for area vocational education programs.
   l. This act appropriated more than $100 million annually for a "war production training program."
   m. This act authorized vocational education for unemployed and underemployed persons who resided in certain geographic areas

which had been designated as redevelopment areas by the Secretary of Commerce.

n. The major purpose of this act was to aid unemployed and underemployed persons to acquire training for and employment in available job openings.

o. This was the first act to authorize funds specifically for the academically, culturally, and physically disadvantaged.

p. This act is considered the most omnibus education legislation ever enacted by Congress.

q. This proposed legislation will most likely be an extension of the 1968 amendment.

2. The Suggested References section of this guide provides sources of information that will assist you in completing Activity 2. Do not feel limited by this list; you may locate other references of your own. You may choose to go to the library to obtain such information, or your instructor may have provided some of these references in the classroom.

   You may wish to form student study groups within the class, assigning each group a specific part of the task described below. Then hold a meeting of all groups to share accumulated information.

   For each of the three major pieces of vocational education legislation (the Smith-Hughes Act of 1917, the Vocational Education Act of 1963, and the Vocational Education Amendments of 1968), list four statements you locate in the literature that describe the significance of the legislation. An example is provided for the Smith-Hughes Act; use it as a guideline in selecting statements of significance. For each statement, indicate the source in the appropriate column.

   Be prepared to discuss your findings in class.

*(See Appendix A for possible answers.)*

SMITH-HUGHES ACT OF 1917

| Statement of Significance | Source of Statement |
|---|---|
| 1. This act established a pattern for federal-state cooperation in vocational education that continues to exist even under the most recent federal legislation. | 1. M. E. Strong and C. J. Schaefer. Introduction to Trade, Industrial, and Technical Education, 1975. |

| Content Outline | Activities-Resources |
|---|---|

Goal 5.2: Review and Synthesize the National Study Panel Reports that Provided the Basis for the Three Major Pieces of Vocational Education Legislation, Namely, the Smith-Hughes Act of 1917, the Vocational Education Act of 1963, and the Vocational Education Amendments of 1968.

Over the years a number of separate national study panels (commissions, committees, councils, etc.) have been appointed to thoroughly study the needs and problems of vocational education. Three of these national study panels are of particular significance because the reports of these panels provided the basis for ensuing legislation.

A. The Commission on National Aid to Vocational Education (1914)

1. Through the efforts of the National Society for the Promotion of Industrial Education, the needs and problems of both industrial education and vocational education were brought to the attention of Congress and the American people in general. As a result, the Commission on National Aid to Vocational Education was created by act of Congress on January 20, 1914, authorizing the President of the United States to appoint a commission of nine members to study the problems involved in a national system of federal

aid to the states for secondary education which were not encountered in the systems providing aid for land-grant colleges (21).

2. The Commission, which included representation from the Congress, from labor, from industry, and from education, attempted to answer six basic questions:
   a. To what extent is there a need for vocational education in the United States?
   b. Is there a need for national grants stimulating the states to offer vocational education?
   c. What kinds or forms of vocational education should be stimulated by national grants?
   d. How far can the Federal Government aid, through expert knowledge, vocational education in the various states?
   e. To what extent should the Federal Government aid the states through national grants for vocational education?
   f. Under what conditions should grants to the states for vocational education be made (22)?
3. In a two-volume report of almost 500 pages, the Commission reported its findings to Congress on June 1, 1914. The report resulted in the passage of the Smith-Hughes Act, which was signed by President Woodrow Wilson on February 23, 1917.

(21) Development of Federal Legislation for Vocational Education, p.25.

(22) Foundations of Vocational Education: Social and Philosophical Concepts, pp. 35,36,72-75.

Also see (21) Development of Federal Legislation for Vocational Education, Chap. V.

B. The Panel of Consultants on Vocational Education (1961-1962)

1. In a special message to Congress on American education, February 20, 1961, President John F. Kennedy recommended that a Panel of Consultants on Vocational Education be convened to review and evaluate the current program of vocational education and make recommendations for improving and redirecting the program. Kennedy said: "The National Vocational Education Acts first enacted by Congress in 1917 and subsequently amended have provided a program of training for industry, agriculture, and other occupational areas. The basic purpose of our vocational education effort is sound and sufficiently broad to provide a basis for meeting future needs. However, the technological changes which have occurred in all occupations call for a review and re-evaluation of these acts, with a view towards their modernization" (22).

(22) Foundations of Vocational Education: Social and Philosophical Concepts, pp. 37, 38. Also see (6) A Synthesis of Activities Leading to the Enactment of the Vocational Education Act of 1963, pp. 45-49.

2. President Kennedy's announcement was the first time in over a half-century that the President of the United States had placed the power and prestige of the White House behind a study of vocational education needs. Not since the Commission on National Aid to Vocational Education and its report of 1914 had so much attention been directed to the vocational education needs of the nation.

3. The Panel of Consultants submitted its report, Education for a Changing World of Work, in November 1962, and it became the basic framework for the Vocational Education Act of 1963.
4. The Panel reported two significant shortcomings in vocational education. First, it found that the vocational education program had been insensitive to the needs of various groups of people within the population, and second, it found the program had been insensitive to changing labor market needs.
5. The Panel declared that the financial investment in vocational education was grossly incommensurate with the national interest and federal responsibilities. Financial support was not keeping pace with the requirements for a highly trained labor force.
6. To provide for the services to improve the quality of vocational education and to implement programs designed to meet the needs of groups of people within the population, the Panel recommended an annual authorization of appropriations of $400 million (6).

(6) A Synthesis of Activities Leading to the Enactment of the Vocational Education Act of 1963, pp. 45-49.

C. The Advisory Council on Vocational Education (1968)

1. As part of an evaluation system for the vocational education program the Vocational

Education Act of 1963 provided for the appointment of an ad hoc Advisory Council to review the results of the act and recommend improvements. The act called for a review in 1966 and every five years thereafter. (This committee and its reporting responsibilities has subsequently been replaced by the National Advisory Council under the provisions of the 1968 Amendments.)

2. The 12-member Advisory Council on Vocational Education was appointed by the President of the United States on November 22, 1966, and the report of the Council was released in early 1968. The report, Vocational Education: The Bridge Between Man and His Work, identified program weaknesses and highlighted unmet needs, as well as making specific recommendations. These recommendations formed the basis for the Vocational Education Amendments of 1968 (22).

(22) Foundations of Vocational Education: Social and Philosophical Concepts, pp. 38-43. Also see (19) Introduction to Trade, Industrial and Technical Education, pp. 11-28.

3. The focus of the Council recommendations was the enlargement of the concept of vocational training and the necessity to integrate more effectively the poor, unemployed, and underemployed into the economic system.
4. To achieve vocational education for all, the Council report pointed out three particularly relevant concepts:

a. General, academic, and vocational education can no longer be compartmentalized. Culture and vocation are inseparable aspects of humanity. Vocational education is not a separate discipline within education, but it is a basic objective of all education and must be a basic element of each person's education. The key is to build a better means of integrating academic education, skill training, and work experience. The common objective should be a successful life in which employment has a crucial role.

b. "Nothing will henceforth be more constant than change." Technological and economic progress feeds on itself, opening new vistas and closing the old. The underprepared are threatened by displacement, and the well prepared are confronted with new opportunities. The demand upon vocational education is clear: Programs for youth must prepare them for change; programs for adults must be universally available, and must emphasize coping with change (24).

(24) Vocational Education: The Bridge Between Man and His Work, pp. 183-208.

c. The most treasured value of our society is the worth and freedom of the individual. All individuals are entitled to the benefits of a social system which will make it possible for them

to get from where they are to where they have the potential to be. One operational measure of freedom is the range of choice available to the individual. The major constraints upon the range of choice are ignorance and poverty and disease and discrimination. Education can reduce the barriers of ignorance and proper occupational preparation can lower the barriers of poverty. Education and occupational preparation cannot eliminate disease and discrimination but they can substantially contribute to overcoming them (24).

(24) Vocational Education: The Bridge Between Man and His Work, pp. 208-209.

D. Current National Study Panel: The National Advisory Council on Vocational Education *

* See Classroom Activities 3 and 4 in in Part III.

1. Although the Vocational Education Act of 1963 established an Advisory Council, the provisions for its staffing were inadequate. The 1968 Advisory Council determined that such a committee cannot function properly unless staff is assigned to coordinate its work with the Office of Education and to relate the work of the Office to the committee members.
2. As a result of the Council recommendation, the Vocational Education Amendments of 1968 provided for a National Advisory Council: "The President will appoint the National Council consisting of twenty-one

members, one-third of whom shall be representatives of the general public. Others on the council will come from fields representing agriculture, home economics, distribution and marketing, health, trades, manufacturing, office and service industries, and persons representative of new and emerging occupational fields; persons who are familiar with manpower problems and the administration of manpower programs: persons knowledgeable about the administration of state and local vocational education programs, including members of local school boards; persons experienced in the education and training of handicapped persons; persons familiar with the special problems of the disadvantaged; persons who have special knowledge of postsecondary and adult vocational education programs" (19).

(19) Introduction to Trade Industrial and Technical Education, p. 24.

The responsibilities of the council include: advising the Commissioner concerning preparation of general regulations for, and the operation of, vocational programs supported with assistance under the Act (except in the case of the training of vocational education personnel); reviewing programs and reporting findings and recommendations to the Secretary for transmittal to the Congress; conducting independent evaluations of programs, and

reviewing duplication of postsecondary programs within geographic areas. The Council is authorized to employ staff and make studies to carry out its duties (19).

(19) Introduction to Trade, Industrial, and Technical Education, p. 24.

3. The National Advisory Council on Vocational Education has issued a number of reports to date. Highlights of those reports are briefly stated in the remainder of this section.
   a. First Report (July 15, 1969)--directed its comments and recommendations at the need for change in national attitudes towards vocational education, change in vocational education programs and continued investment by the Federal Government in vocational education (13).

(13) Annual Report, July 15, 1969.

   b. Second Report (November 15, 1969)--recommended that the Federal Government make necessary policy changes in its approaches to funding, in the organization and role of the Office of Education, and in present and proposed manpower policies and legislation (13).

(13) Second Report, November 15, 1969.

   c. Third Report (July 10, 1970)--challenged American education to deal with the needs of the disadvantaged and minorities who do not enjoy adequate educational opportunities (13).

(13) Third Report, July 10, 1970.

d. Fourth Report (January 16, 1971)--turned its attention to the unique problems of financing and planning vocational education programs (13). (13) Fourth Report January 16, 1971.

e. Fifth Report (June 21, 1971)--attacked the educational establishment for paying lip service only to career education concepts rather than implementing realistic programs (13). (13) Fifth Report June 21, 1971.

f. Sixth Report (June 1, 1972)--recommended improvement in counseling and guidance services, including greater attention to vocational and technical education (13). (13) Sixth Report June 1, 1972.

g. Seventh Report (November 15, 1972)--recommended expanding the visibility and support of vocational student organizations (13). (13) Seventh Report November 15, 1972.

h. Eighth Report (September 2, 1974)--delineated the distinctions between career education and vocational education and recommended changes in federal policy to spur further advances in making the nation's schools relevant to the real needs of students (13). (13) Eighth Report September 2, 1974.

E. Study Activities

*Based on your reading of the content outline and any additional references as suggested, complete the following activities.*

1. Complete the following multiple-choice questions.

a. Which national study panel on vocational education developed the report that provided the basis for the Vocational Education Act of 1963?

_____a. Commission on National Aid to Vocational Education
_____b. Panel of Consultants on Vocational Education
_____c. Advisory Council on Vocational Education

b. Which national study panel established the general principle of a national advisory board for vocational education?

_____a. Commission on National Aid to Vocational Education
_____b. Panel of Consultants on Vocational Education
_____c. Advisory Council on Vocational Education

c. Which national study panel recommended that federal aid to specific occupational categories be discontinued and support increased for specific clientele groups and services?

_____a. Commission on National Aid to Vocational Education
_____b. Panel of Consultants on Vocational Education
_____c. Advisory Council on Vocational Education

d. Which national study panel submitted the report, "Vocational Education: The Bridge Between Man and His Work"?

_____a. Commission on National Aid to Vocational Education
_____b. Panel of Consultants on Vocational Education
_____c. Advisory Council on Vocational Education

e. Which national study panel recommended increased local-state-federal support of vocational or technical education for high school youth, youth with special needs, post-high school youth, and working youth and adults?

_____a. Commission on National Aid to Vocational Education
_____b. Panel of Consultants on Vocational Education
_____c. Advisory Council on Vocational Education

f. Which national study panel emphasized the need for vocational education whose controlling purpose is to give training of a secondary grade to persons over 14 years of age for increased efficiency in useful employment in the trades and industries, in agriculture, in commerce and commercial pursuits, and in callings based upon a knowledge of home economics?

_____a. Commission on National Aid to Vocational Education
_____b. Panel of Consultants on Vocational Education
_____c. Advisory Council on Vocational Education

g. Which national study panel pointed out the imperative need for attention to the individual as a person?

_____a. Commission on National Aid to Vocational Education
_____b. Panel of Consultants on Vocational Education
_____c. Advisory Council on Vocational Education

h. Which national study panel emphasized vocational education in postsecondary schools?

_____a. Commission on National Aid to Vocational Education
_____b. Panel of Consultants on Vocational Education
_____c. Advisory Council on Vocational Education

2. Using the Suggested References of your choice, identify the various needs for vocational education as seen by the three national study panels: the Commission on National Aid to Vocational Education (1914), the Panel of Consultants on Vocational Education (1961-1962), and the Advisory Council on Vocational Education (1968). You may wish to form student study groups within the class, assigning each group a specific part of this exercise, then arrange a meeting for all groups to share accumulated information.

List the economic, social, educational, and individual needs for vocational education as described by each study panel. If a study panel did not consider the needs for vocational education in a particular category, write "No needs identified."

After you have listed the needs for vocational education, compare and contrast these needs as identified by the three study panels. List the points of comparison among the three groups and the points of contrast among the three groups. Be prepared to discuss these points in class.

## Goal 5.3

| Content Outline | Activities-Resources |
|---|---|

**Goal 5.3: Analyze the Economic, Political, Professional, and Social Factors of the Times that Led to the Legislative Enactment of the Smith-Hughes Act of 1917, the Vocational Education Act of 1963, and the Vocational Education Amendments of 1968; and the proposed Vocational Education Amendments of 1975-76.**

Any legislation occurs within an historical context. Four factors have been identified as major contributors to legislative enactment: economic factors, political factors, professional factors, and social factors (14).

A. The Smith-Hughes Act of 1917. Two particularly significant factors surrounding the development of Smith-Hughes were economic growth and impending war.

1. The years preceding the enactment of Smith-Hughes--1900 to 1910--were years of tremendous growth. The population increased from 76 million to over 92 million. The gross national product more than doubled. Farm income rose sharply and industrial production boomed. The demand for skilled workers and managers for both farm and industry was great. Immigrants played a major role in providing skilled manpower in industrial growth, but the need for skilled manpower continued to grow, and the country looked to

(14) Occupation and Career Education Legislation.

the school system for a solution to the problem (5).

2. The years preceding the enactment of Smith-Hughes were also years of impeding U. S. involvement in a world war. Sensing the possibility that the country would not be able to avoid the war, President Woodrow Wilson saw great value in a national manpower preparedness program. He became an avid supporter of vocational education and of federal aid for its support. Wilson made several preparedness statements to Congress, but Congress paid little attention to them. Congress did not ignore a third appeal, however, when the President, on December 5, 1916, said: "At the last session of the Congress a bill was passed by the Senate which provides for the promotion of vocational and industrial education; and which is of vital importance to the whole country because it concerns a matter too long neglected, upon which the thorough industrial preparation for the critical years of economic development immediately ahead of us in very large measure depends. May I urge its early and favorable consideration by the House of Representatives and its early enactment into law. It contains plans which affect all interests and all parts of the country, and I am sure that there is no legislation now pending before

(5) Education for a Changing World of Work, Appendix III.

Congress whose passage the country awaits with more thoughtful approval or greater impatience to see a great and admirable thing set in the way of being done" (5).

(5) Education for a Changing World of Work, Appendix III.

The Congress responded promptly to Wilson's appeal, and on February 23, 1917, the President signed the Vocational Education Act, which has come to be commonly known as the Smith-Hughes Act.

B. The Vocational Education Act of 1963. The Vocational Education Act of 1963 was an apparent outgrowth of economic conditions and societal needs which existed in the United States in the late 1950s and early 1960s.

1. The recessions of 1958 and 1961 had brought unemployment to the highest level since the 1930s. Between 1958 and 1961, the unemployment rate averaged 5.9 percent. In 1962, the unemployment rate averaged 5.6 percent and an average of 4 million Americans were out of work. Not since the 1930s had unemployment remained so high for so long. Youth, especially minority groups, the older workers, the undereducated, and the unskilled were particularly hard hit. In addition, an estimated 32 million Americans were living in poverty in 1962 (5).

(5) As above. Also see (6), A Synthesis of Activities Leading to the Enactment of the Vocational Education Act of 1963.

2. The unemployment problem was further aggravated by the movement of rural people to large metropolitan areas; by



# Part III:

# Group and Classroom Activities

discrimination based on age, sex, race, and creed; by the need to rehabilitate the physically and mentally handicapped; by a tax structure which discouraged industrial expansion; and by inadequate educational opportunities, particularly in vocational education (5).

3. The problem was compounded by projections that by 1970 nearly one-third of all workers in the labor force would have entered it during the 1960s. Projections indicated that 26 million youths would be entering the labor market during the same 10-year period--more than the country had ever had to train and to absorb in any comparable period of time.*
4. According to President John F. Kennedy, the nation's most urgent domestic problem in the early 1960s was unemployment. The country was undergoing a technological revolution unparalleled in history. Almost simultaneously, educational and political spokesmen suggested that unemployment due to technological displacement would not be solved unless appropriate education and training programs could be implemented to equip men and women to work in a rapidly changing technological and automated society. Automation not only created demands for new and higher skills, it also made old skills obsolete. Service industries were beginning to grow more rapidly than manufacturing industries.

(5) Education for A Changing World of Work, Appendix III. Also see (6), A Synthesis of Activities Leading to the Enactment of the Vocational Education Act of 1963.

* See Discussion Question F in Part III.

These, and other factors, prompted President Kennedy to call for expanded aid to education in 1961 (6).*

C. The Vocational Education Amendments of 1968*

1. In general, the conditions that provided the impetus for the enactment of the Vocational Education Act of 1963 were greatly intensified and, in turn, provided impetus for the enactment of the Vocational Education Amendments of 1968.
2. In general, these conditions were high rates of unemployment, shortage of skilled manpower, and the growing economic and social disparity between the employable and the unemployed.
3. Although unemployment in 1966 dropped to 3.9 percent, due in part to an eightfold increase between 1961 and 1966 in federal support for manpower programs to enhance the employment and employability of individuals, the civil rights movement focused attention upon poverty, bringing the problem of competitive disadvantage in the job market into sharper relief. Without the civil rights movement, reduction of unemployment could have dissolved effective support for continuing public manpower efforts (24).
4. As the rural poor and the nonwhite moved to the cities for better work opportunities, the work opportunities moved to the

(6) A Synthesis of Activities Leading to the Enactment of the Vocational Education Act of 1963.

* See Discussion Question G in Part III.

* See Classroom Activity 5 in Part III.

(24) Vocational Education: The Bridge Between Man and His Work, Chap. 11.

suburbs. For the migrant into the city, especially the nonwhite, lack of low-cost housing, racial discrimination in housing, and inadequate transportation made it difficult to follow the jobs to the suburbs (24).

(24) Vocational Education: The Bridge Between Man and His Work, Chap. II.

5. With rural poor and nonwhites moving to the cities, public school enrollment increased dramatically, creating a financial dilemma for the schools. According to the Research Council of the Great Cities Program for School Improvement (1967), "Declining financial ability to support education and increasing requirements for educational services have placed the public schools of America's great cities in a double bind so serious that only drastic increases in state and federal aid can permit city schools to meet the educational needs of their pupils" (24).

(24) As above, p. 161.

6. Pointing out the alarming fiscal position of large city schools, the Carnegie Corporation of New York concluded in late 1966: "The Nation is devoting many more resources to educating suburban children than city children. Or to put it another way, it is spending much more money to educate the children of the well-off than the children of the poor. And every shred of available evidence points to the conclusion that the educational needs of poor

children are far greater than those of affluent children. By any measure one wants to use--pupil performance on tests, dropout rate, proportion of students going on to higher education--the output of the schools in the depressed areas of the cities is very much poorer than that of the suburbs. There is little reason to believe that even to equalize treatment would begin to close the gap. To achieve the substance rather than merely the theoretical form of equal educational opportunity requires the application of unequal resources: More rather than less for the students from poor homes" (24).

7. As a result of such reports, the 1968 Amendments emphasized meeting the needs of the individual, particularly the needs of the socially, economically, and culturally disadvantaged.*

(24) Vocational Education: The Bridge Between Man and His Work, p. 161.

* See Discussion Question H in Part III.

D. Study Activities

*Based on your reading of the content outline and any additional references as suggested, complete the following activities.*

1. The purpose of this exercise is to provide you with an opportunity to discover the various factors (economic, political, professional, and social) that led to the enactment of the major pieces of vocational education legislation--the Smith-Hughes Act of 1917, the Vocational Education Act of 1963, and the Vocational Education Amendments of 1968, and the proposed amendments of 1975-76.

   In Nystrom, Occupation and Career Education Legislation, the section entitled "Key Factors Affecting Legislation" (pp. 6-7) gives a brief description and examples of each of the four types of factors affecting legislation. Use these descriptions as the basis for your work in this activity.

   For each piece of legislation, list the economic, political, professional, and social factors that surrounded the enactment of such legislation. The Recommended Materials will give you general assistance in completing this assignment. Chapter 2 in Nystrom briefly describes the setting for the Smith-Hughes Act, and Chapter 4, the setting for the Vocational Education Act of 1963 and the Vocational Education Amendments of 1968. The Information Sheet, "The American Vocational Association--Its Legislative Role," summarizes the role of the AVA in supporting legislative activity; the AVA has always been a key "professional factor" surrounding all vocational education legislation.

   You may find it useful to form groups, assigning specific tasks to each group, then meeting to share the accumulated information.

   The Suggested References section of this guide lists other materials that will give you specific information for this activity. You may use any of these references and/or any references of your own choice to fill in the picture of the various factors of the times that

influenced the growth, development, and final enactment of major vocational education legislation.

Be prepared to discuss your findings in class.

INFORMATION SHEET: THE AMERICAN VOCATIONAL ASSOCIATION--ITS LEGISLATIVE ROLE

The American Vocational Association is a national professional organization of teachers, supervisors, administrators, and others interested in the development of vocational and industrial arts education. The initials AVA have become synonymous with leadership in these phases of our nation's educational program.

The members of the AVA believe that education for personal and occupational adjustment is essential to the maintenance of freedom and security for individuals and the nation. They believe that vocational education is and should continue to be an important and integral part of the program of public education in America. The Association exists to foster, promote, and strengthen these beliefs and to provide those services which will aid in achieving the educational objectives implied in these beliefs.

The AVA is dedicated to the task of assisting its members to fulfill their responsibilities to the American people for providing a sound program of training for occupational competency. Through the Association, the members unite their professional resources and coordinate their activities, to help create a nation of citizens who are competent economically, as well as intellectually and socially.

The AVA promotes the professional interests of persons engaged in all phases of vocational and industrial arts education, including occupational guidance. It encourages its members to understand, and to grow in, the professional and technical competence needed for their efficient service to vocational education.

Few causes today have sufficient universal appeal to be self-promoting. In our busy world, practically all worthwhile programs are advanced only by the organized, aggressive action of persons who believe in them. A member of the AVA has the satisfaction of knowing that his membership, along with thousands of others, makes possible the promotion of the educational program of which he is a part. Belief in the cause of vocational education is turned into constructive action when educators invest their time, effort, and spirit in achieving the objectives of the AVA.

Vocational and industrial arts education--and the educators working in these fields--gain in effectiveness, prestige, and influence as a direct result of organization on a national level. Each member may benefit directly from the contacts made by the AVA and from its legislative program on the national level.

Single individuals are not likely to make themselves heard in a nation of 203 million people, so a very real need exists for affiliation with a national organization. Such an organization can speak with effectiveness for the collective thinking and planning of vocational and industrial arts educators throughout the country. The AVA performs a vital service in our democratic society, both for the individual members and for all those who may be affected by the program of vocational and practical arts education.

Membership in the AVA affords professional contacts with fellow workers, which cannot be secured in any other way. It provides the medium through which teachers, teacher trainers, supervisors, and administrators in all fields of vocational and industrial arts education may advance professionally. The most effective method for teachers and officials to keep up to date and alert to new developments in their field is to become actively affiliated with local, state, and national professional organizations, and AVA is the only national association which serves the special interests of all those who are engaged in the program of vocational and practical arts education. Affiliation with this organization is a

primary asset that should be acquired by each vocational and industrial arts teacher and official who is devoted to his profession.

History of the AVA

The American Vocational Association was formed in 1925 by the merging of two national societies interested in the further promotion of vocational education. One of these was the National Society for the Promotion of Industrial Education, organized in 1906 to unite the many forces around the country which supported industrial education. The members of this predecessor of the AVA took upon themselves the task of advancing methods of industrial instruction and educating public opinion in regard to the importance of direct vocational training for industrial workers. In 1917 the name was changed to the National Society for Vocational Education, and the group became the spearhead of the movement resulting in the passage of the Smith-Hughes Act which appropriated federal funds for the promotion of vocational education in the states.

The Vocational Education Association of the Middle West was organized in 1914 during a critical period in the history of vocational education. Its objective was to study, in a frank and open-minded manner, problems relating to vocational education and to bring the results of such study to public attention. Originating as a regional group, the organization soon had a membership representative of a wide area and its annual meetings attracted nationwide attention.

These two groups united their forces in 1925 in order to stabilize and strengthen the position of vocational education in American education. A constitution was developed jointly by committees representing both associations, and a new name was adopted signifying that the association would promote a program of national scope. In 1929 the AVA was incorporated under the laws of Indiana.

In 1933 the need for a permanent Executive Secretary, representing the AVA in Washington, D. C., became acute and plans were made for an office in the nation's capital. Establishment of the office in January, 1934, was a big step forward for vocational education. It gave vocational education professional recognition and prestige and served to unite the efforts of vocational educators throughout the nation. The AVA headquarters office has fulfilled the ambitious hopes of its founders and has been a pillar of strength and solidarity for vocational education throughout the years.

## Legislative Involvement

Perhaps the most significant achievement of the AVA is its consistent influence on federal legislation designed to further the development of vocational education in the several states. The AVA, and its predecessors, have furnished the stimulus and drive behind every one of the federal acts designed to promote vocational education.

The AVA has always demonstrated a keen interest in national legislation which affects vocational and industrial arts education. As the spokesman for the vocational forces of the nation, the AVA takes an active part in legislative affairs as they relate to public education in America. The Association cooperates with national legislative leaders in the introduction and promotion of constructive and helpful legislation and in the protection of the interests of the nation's vocational program. From time to time its officers and committees sponsor specific measures intended to support needed extensions in the program. Constant vigilance is exercised to oppose any legislation which would tend to lower the high standards established for programs of vocational education.

The AVA Washington office serves as a source of information and advice to national legislators and government officials in matters pertaining to vocational education. It also serves as the focal point for disseminating information to the states. New legislation, the progress of bills

affecting vocational education, directives and policies from federal agencies is all information sent to the states for appropriate action by state and local leaders. AVA's Executive Secretary working alone can exert little influence on national legislators. His function is to let leaders in the states know when and what action is needed. The officials of state affiliated associations and their coworkers must take the responsibility for acquainting their Senators and Congressmen with the accomplishments and requirements of their vocational programs.

Had it not been for the activities of the AVA throughout the years, no federal funds would exist for the promotion and development of vocational education today. The AVA has spearheaded every fight to increase federal funds for this purpose and has led every battle to prevent cuts or the complete elimination of funds. Without the incentive of federal funds, America's vocational program would soon deteriorate in quality and shrink in magnitude. For the individual member, this means that the AVA has played a major role in stabilizing the teaching positions in the vocational program.

In addition to supporting legislation to broaden the program of financial aid from the federal government, the AVA has led the drives to maintain the basic principles on which federal aid has been granted to vocational education and to protect the operation of the established program. Several attempts have been made to eliminate federal aid for vocational education and to curtail the authority of the government agency responsible for administering the vocational education acts. It has, therefore, been necessary for the AVA to exercise constant vigilance and aggressiveness in order that federal aid may continue to furnish the incentive for states and local boards of education to develop and maintain effective programs of vocational training.

Wrapup Activity

NOTE: To meet the basic requirements of this module, select one of the following activities and complete it as directed. If you wish to gain additional credit beyond the basic requirements, you may choose a second activity to complete. Consult with your instructor first if you wish additional credit.

1. "Legislative prognostication is an essential element in program planning. It requires a thorough knowledge of previous enactments and their effects on occupational programs at the local level. Also, it requires a thorough knowledge of current and pending enactments, their possible administrative procedures, and professional as well as lay public interpretation of their meanings."

   "In the end, the occupational education program manager must develop various plans based on a thorough analysis of existing trends. A valid analysis can come about only through an unbiased and systematic study of past enactments, current legislative proposals, and the personnel involved in both the preparation and administration of the various laws. Finally, the analysis must be tempered with an understanding of the social, political, and professional factors that continually affect all facets of the educational program." (pp.62-63, Nystrom, Dennis C. Occupation and Career Education Legislation. Indianapolis, Indiana: Howard W. Sams & Co., Inc., 1973.)

   The purpose of this activity is to give you an opportunity to predict future legislation for vocational education based on cultural needs. First, consider the current economic, political, professional, and social factors that might affect future legislation. Construct a four-column chart, one column for each

general category of factors; then fill in the specific factors under each general category. In a 4-5 page paper, summarize what you see as the cultural needs for vocational education as reflected by your completed chart. Then generally describe possible future legislation that would meet these cultural needs.

2. The purpose of this activity is to give you an opportunity to discover the needs for vocational education legislation in your local school district. First, select a local school district to study--either a community college district or a high school district. Next, develop a list of individuals and/or organizations for possible interviews regarding the needs for vocational education legislation in the local area. Individuals and/or organizations you might include on your list are: local director of vocational education; vocational education instructors, heads of departments, and administrators; parent groups; local labor organizations; local chapters of professional education associations; vocational youth groups, etc. From your list, select four or five individuals to interview. What type of federal vocational education legislation do they see solving the needs of their local area? If they are satisfied with current legislation, why? What future legislation, if any, do they see as necessary in the next 10-15 years? Summarize your findings in a 4-5 page paper.

3. The purpose of this activity is to give you an opportunity to determine how local education agencies are implementing the mandates of the Vocational Education Act of 1963 and the 1968 Amendments, that is, how well local education agencies are aligning priorities, programs, and expenditures more closely to community and individual needs.

First, select a local school district in your geographic vicinity with a vocational education program. Then interview several members of the local school district to determine answers to the following questions:

a) How are available VEA funds primarily used at the local level? For existing activities or to support new program initiatives?

b) How much attention is paid to systematic, coordinated, and comprehensive planning to improve the use of federal funds and better ensure that vocational education is provided in a manner that best serves student and community needs?

c) Are all available training resources in the area to be served taken into account in the planning process? Has potential sharing of other resources in the community--particularly employer sites--been explored and have steps been taken to maximize utilization of local education facilities?

d) How much attention has been paid to implementing changes needed to align program offerings more closely with areas of expanding employment opportunity?

Summarize your findings in a 4-5 page paper.

# PART III

# GROUP AND CLASSROOM ACTIVITIES

## Classroom Activities

NOTE: The following activiites are designed for use in the classroom to stimulate discussion on specific topics covered in this module. The activities are designed for use following student self-study; however, depending on the background and abilities of students, these activities may not require previous self-study. All classroom activities are keyed to the content outline to indicate an appropriate point for participation.

1. Undoubtedly, the two most significant pieces of legislation supporting vocational education were the Smith-Hughes Act of 1917 and the Vocational Education Act of 1963. Through class discussion, compare the two acts, identifying the major ways in which the acts differed in supporting vocational education. Include such factors as funding level, method of authorizing appropriations, and student populations served.

   Example response:

   Smith-Hughes Act

   - permanent appropriation of $7.1 million annually
   - required designation of state board, development of state plan, annual reporting
   - promoted only the fields of agriculture, home economics, trades and industry, and teacher training in their fields.

   Vocational Education Act, 1963

   -no permanent appropriations, rather authorized federal grants
   -required programs to be based on labor market needs
   -focused upon the needs of individuals, providing services to people without respect to predetermined occupations (except professional occupations)

2. The Vocational Education Act of 1963, the Vocational Education Amendments of 1968, and the Education Amendments of 1972 provided for numerous changes in vocational education, and led to the development of a more diversified program of vocational education than previously existed. Identify the significant characteristics provided by this legislation which describe the contemporary program of vocational education. For example, "Vocational education serves a broad array of skilled and semi-skilled occupations. The primary criteria for offering an instructional program is an existing need for a recognized occupation and a group of students able to gain entry status into the occupation via vocational education."

Procedure

The class should divide into small groups, each group to prepare a list of five or six significant characteristics. Merge the lists of the small groups into a single list of descriptive characteristics. Through class discussion, determine whether additional characteristics should be added to more thoroughly describe the contemporary program of vocational education.

3. Roleplay a situation between vocational educators and federal congressmen.

Situation

It is the early 1960s. The Panel of Consultants on Vocational Education appointed by the President of the United States has just issued its report titled, "Education for a Changing World of Work." No action regarding the report has been taken.

Role of Vocational Educators

Encourage congressmen to introduce legislation to correct the problems identified in the Panel's report. Essentially, argue for the legislation which was eventually passed as the Vocational Education Act of 1963.

Role of Congressmen

Assume the attitude of "reluctant to consider additional vocational education legislation." Use arguments such as tight money, Smith-Hughes Act still in effect, shortcomings of vocational education in the past, etc.

Preparation

Both groups should review a description of the Vocational Education Act of 1963 and a report of the Panel's findings prior to the role-playing session.

4. The class should divide into small groups--about five individuals per group. Each group is to develop a list of significant points needed for future vocational education legislation which should be passed in 19__ (possibly next year). The following should be considered:

   a. effectiveness of past legislation in helping meet the vocational education needs of the nation (refer to the National Advisory Council reports, and the 1968 Report, Vocational Education: The Bridge Between Man and His Work);

   b. limitations of legislation in solving educational problems;

   c. changes in student and national needs since the last major legislation for vocational education.

When the lists are completed, the groups should gather as an entire class, each group explaining the rationale for the points it developed. The other class members should be encouraged to challenge the emphasis suggested.

5. Four key factors affect legislation: economic, political, professional, and social. Consider the following legislation and identify which factor was probably the most important in the passage of the legislation, and to what extent, if any, the other three factors contributed to the bill's passage.

Legislation to Consider

a. Morrill Act of 1862
b. Smith-Hughes Act of 1917
c. George-Barden Act of 1946
d. Vocational Education Act of 1963
e. Education Amendments of 1972

(Keep in mind that Nystrom identified the key factors affecting legislation according to their importance and impact on most legislation, economic factors usually being first.)

Activities for Additional Credit

NOTE: These activities are designed for the student who wishes to obtain additional credit beyond the basic requirements of this module. You may choose to write a paper on one of these activities, or to discuss the activity with the instructor, or you may select some other method to complete the activity.

1. Draft a letter to your Congressman expressing your concern over some aspect of vocational legislation.

2. Compare and contrast the roles, functions, and status of the various committees that conducted studies that led to the passage of major vocational education legislation. These committees include the Commission on National Aid to Vocational Education, the Panel of Consultants on Vocational Education, and the Advisory Council on Vocational Education.

3. Develop a list of organizations that supported and opposed the major vocational education legislation: The Smith-Hughes Act of 1917, the Vocational Education Act of 1963, and the Vocational Education Amendments of 1968. These organizations might include national labor groups, professional education associations, various interest groups, etc.

4. Identify the Congressional district representative and federal senators from your state. Analyze the voting record of these individuals in regard to vocational education legislation. If any have demonstrated negative voting records, locate their area or regional offices and telephone numbers, call the offices and ask for a statement regarding their position on vocational education.

5. Obtain a copy of your State Plan for Vocational Education. Compare the State Plan with the major provisions of the Vocational Education Amendments of 1968. How well does the State Plan meet the requirements of the 1968 Amendments? In what areas might it be strengthened?

6. Select an early legislator concerned about vocational education, such as Senator Hoke Smith of Georgia, who was instrumental in the development of the Smith-Hughes Act of 1917. Then select a contemporary legislator concerned with the promotion of vocational

education legislation, such as Senator Wayne Morse of Oregon, who was instrumental in the development of the Vocational Education Act of 1963. Write a short biography on each of these legislators, pointing out personal characteristics or any other factors you might think of that would account for their support of vocational education. On what bases, if any, can you compare the two legislators? Elaborate.

## Discussion Questions

A. What is a legislative mandate?

(According to Webster's Third New International Dictionary, a "mandate" is an authoritative command, order, or injunction: a clear instruction, authorization, or direction, such as acting under the mandate of the statute in question.)

B. What national concerns were reflected in the Smith-Hughes Act?

(The need for an organized and national approach for occupational training; manpower development to support continued growth in agriculture, home economics, and trades and industry; state and federal cooperation, defining the purpose and mission of secondary schools.)

In your opinion, have national concerns changed over the years? Why?

(Consider the growth and decline in different industries, manpower shortage versus unemployment, recognition of special needs, changes in administration and management.)

C. In your opinion, should grants in aid of education be unconditioned or conditioned? Why?

(This question has been asked since the earliest federal legislation authorizing aid to public schools. It is not a question of whether federal aid should be provided, but rather what conditions, if any, should be placed upon recipients of federal funds.)

D. What major changes occurred in your particular occupational area within vocational education as a result of the Vocational Education Act of 1963?

(For instance, the lessening of shop work requirements for some trade and industrial education programs; or the earmarking of funds to be used to train for gainful employment in any occupation involving knowledge and skills in home economics.)

E. Discuss the philosophy of providing vocational education programs to serve the needs of people vs. the needs of employers.

(You might consider the intent of the 1968 Amendments to narrowly define the clientele to be served by vocational education, the success of that intent, the thrust to provide employment opportunities to willing workers as opposed to matching men with jobs, the major priority to assist the "hard to reach and hard to teach" as traditional vocational education programs take second priority.)

F. Compare the socioeconomic situation of the 1960s with that of today. Have conditions changed? How?

(Check the following references for information if you care to elaborate on this in class: Work in America, Report of a special task force to the Secretary of Health, Education and Welfare. Cambridge, Mass: MIT Press, 1973, and Manpower Report of the President, 1974.)

G. What effects have expanded aid to education had upon the employability of people, upon reducing poverty, or resolving manpower needs in technological areas?

(Large programs of federal aid to education have been criticized by many for not alleviating, to any noticeable degree, problems associated with poverty and unemployment. Nevertheless governmental aid and action in these areas are essential because it is the expression of the collective will of the people of the United States. Money may not be the only answer, but the government must be responsive to human needs. Supporting education is one response.)

H. Unemployment has been a major concern to vocational educators, among others, for many years. Now a related problem is emerging--under-employment. Underemployment is working at a job that does not make good use of one's ability, training, or experience. According to the U. S. Bureau of Labor Statistics, by 1985 there will be 800,000 more college graduates in the labor force than there will be jobs for them. What implications does this projection hold for vocational educators? How many people do you know who are experiencing underemployment?

# Part IV:

# Student Self-Check

# PART IV

# STUDENT SELF-CHECK

## GOAL 5.1

1. What legislation created the first federal organization for the administration of vocational education? (5.11)

   _____a. Morrill Act of 1862

   _____b. Smith-Hughes Act of 1917

   _____c. George-Deen Act of 1936

2. What legislation established the Bureau of Occupational and Adult Education within the U. S. Office of Education? (5.11)

   _____a. Vocational Education Act of 1963

   _____b. Vocational Education Amendments of 1968

   _____c. Education Amendments of 1972

3. What legislation required the Office of Education to provide staff for the National Advisory Council for Vocational Education? (5.11)

   _____a. Smith-Hughes Act of 1917

   _____b. Vocational Education Act of 1963

   _____c. Vocational Education Amendments of 1968

4. What legislation granted public lands to the states for the establishment of agricultural and mechanical arts colleges? (5.11)

   _____a. Morrill Act of 1862

   _____b. Smith-Hughes Act of 1917

   _____c. George-Reed Act of 1929

5. What was the significance of the Smith-Hughes Act of 1917? (5.12)

6. What was the significance of the Vocational Education Act of 1963? (5.12)

7. What was the significance of the Vocational Education Amendments of 1968? (5.12)

## GOAL 5.2

8. Which national study panel submitted the report that provided the basis for the Smith-Hughes Act of 1917? (5.21)

   ____a. Commission on National Aid to Vocational Education
   ____b. Panel of Consultants on Vocational Education
   ____c. Advisory Council on Vocational Education

9. Which national study panel submitted the report, "Education for a Changing World of Work"? (5.22)

   ____a. Commission on National Aid to Vocational Education
   ____b. Panel of Consultants on Vocational Education
   ____c. Advisory Council on Vocational Education

10. Which national study panel report provided the basis for the Vocational Education Amendments of 1968? (5.23)

    ____a. "Vocational Education: The Bridge Between Man and His Work"
    ____b. "Vocational Education: Today and Tomorrow"
    ____c. "Education for a Changing World of Work"

11. What were the major economic, social, educational, and individual needs for vocational education identified by the Commission on National Aid to Vocational Education? If the Commission did not identify needs in a particular category, write "No needs identified." (5.24)

12. What were the major economic, social, educational, and individual needs for vocational education identified by the Panel of Consultants on Vocational Education? If the Panel did not identify needs in a particular category, write "No needs identified." (5.24)

13. What were the major economic, social, educational, and individual needs for vocational education identified by the Advisory Council on Vocational Education? If the Council did not identify needs in a particular category, write "No needs identified." (5.24)

14. Compare and contrast the major economic and individual needs for vocational education as identified by the Commission on National Aid to Vocational Education, the Panel of Consultants on Vocational Education, and the Advisory Council on Vocational Education. (5.25)

## GOAL 5.3

15. What were the key economic, political, professional, and social factors that affected the enactment of the Smith-Hughes Act of 1917? (5.31)

16. What were the key economic, political, professional, and social factors that affected the enactment of the Vocational Education Act of 1963? (5.32)

17. What were the key economic, political, professional, and social factors that affected the enactment of the Vocational Education Amendments of 1968? (5.33)

18. List three characteristics of the new legislation Congress is currently considering for Vocational Education. (5.34)

# Part V:

# Appendices

# PART V
# APPENDICES

## Appendix A:
## Possible Study Activity Responses

### GOAL 5.1

1. a. Smith-Hughes Act of 1917
   b. George-Deen Act of 1936
   c. Smith-Hughes Act of 1917
   d. Vocational Education Act of 1963
   e. Smith-Hughes Act of 1917
   f. Vocational Education Amendments of 1968
   g. Education Amendments of 1972
   h. Health Amendments Act of 1956
   i. Morrill Act of 1862
   j. George-Reed Act of 1929
   k. National Defense Education Act of 1958
   l. Defense Training Act of 1940
   m. Area Redevelopment Act of 1961
   n. Manpower Development Training Act of 1962
   o. Vocational Education Amendments of 1968
   p. Education Amendments of 1972
   q. Proposed Vocational Education Amendment of 1975-76

2. SMITH-HUGHES ACT OF 1917

| Statement of Significance | Source of Statement |
|---|---|
| 1. This act established a pattern for federal-state cooperation in vocational education that continues to exist even under the most recent federal legislation. | 1. M. E. Strong and C.J. Schaefer. Introduction to Trade, Industrial, and Technical Education, 1975. |
| 2. Most of the structure of vocational education today is a result of the Smith-Hughes Act... | 2. Nystrom, Dennis, C. Occupation and Career Ed. Legislation. Indianapolis: Howard W. Sams & Co., Inc. 1973. |

SMITH-HUGHES ACT OF 1917 (Continued)

| Statement of Significance | Source of Statement |
|---|---|
| 3. The bill is of vital importance to the whole country because it concerns a matter too long neglected upon which thorough industrial preparation for the critical years of economic development immediately ahead of us, in very large measure, depends. (President Wilson) | 3. Thomson, John F. Foundations of Vocational Education: Social and Philosophical Concepts. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1973, p.74. |
| 4. In all the history of the nations no other educational or social movement has developed so rapidly and extensively as vocational education under the Smith-Hughes Act. | 4. Barlow, Melvin L. History of Industrial Education in the United States. Peoria, Illinois: Charles A. Bennett Co., Inc., 1967, p. 324. |
| VOCATIONAL EDUCATION ACT OF 1963 | |
| 1. This act opened the door to the establishment of comprehensive vocational education programs at the Secondary level. It was the first law to emphasize specific groups of people rather than occupational categories. | 1. Ellis, M.L., A Synthesis of Activities Leading to the Enactment of the VEA of 1973, doctoral diss., Oklahoma State, 1970. |
| 2. The 1963 act focused on services to people--meeting the needs of individuals--in contrast to prior acts which only provided for training personnel in a few occupational categories. The effect in this shift of emphasis was to remove artificial barriers to flexibility in student programming, which had developed through the use of occupational categories. | 2. Vocational Education: The Bridge Between Man and His Work, General Report of the Advisory Council on Vocational Education, Washington, D.C.: U. S. Govt. Printing Office, 1968. |

VOCATIONAL EDUCATION ACT OF 1963 (Continued)

| Statement of Significance | Source of Statement |
|---|---|
| 3. The act functioned to remove the restrictiveness that had made the earlier Acts increasingly outdated. For the first time in the history of VE legislation, states were allowed to transfer or combine categorical training allotments. | 3. Nystrom, Dennis C. Occupation and Career Education Legislation. Indianapolis, Indiana: Howard W. Sams & Co., 1973, p. 9. |
| 4. This act marked the beginning of a broader legal definition for vocational education, but broader in only one sense. It qualified more vocational services to receive federal support and it expanded vocational guidance to support all vocational service areas. | 4. Thompson, John F. Foundations of Vocational Education: Social and Philosophical Concepts. Englewood Cliffs, N.J.: Prentice-Hall Inc., 1973, p. 109. |
| VOCATIONAL EDUCATION AMENDMENTS OF 1968 | |
| 1. The Amendments of 1968 formulated a new definition of "vocational." This legal definition recognizes "new" and "emerging" occupations (as opposed to "recognized" occupations). Another significant feature is its very broad reference to vocational guidance specifying that vocational education includes "vocational guidance and counseling...for the purpose of facilitating occupational choices." Vocational education, as legally defined in the 1968 amendments, is considered appropriate for curricular considerations for junior high school pupils when it is offered to help them make better occupational choices. It is to be noted, however, that the legal defi- | 1. Thompson, John F., Foundations of Vocational Education: Social and Philosophical Concepts. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1973, pp. 110-111. |

| Statement of Significance | Source of Statement |
|---|---|
| nition still emphasizes (1) vocational education primarily as a high school and post-high school function, (2) useful and productive activities, (3) that graduates are expected to enter employment related to their area of training, (4) "tracking" those who elect vocational education, and (5) the institutionalization of teacher experience, school equipment, and school facilities. | |
| 2. In 1968, there were sweeping amendments to vocational education legislation to refocus on the disadvantaged, the handicapped and adults. | 2. Barlow, Melvin L. (Ed.) The Philosophy for Quality Vocational Education Programs. American Vocational Association, Washington, D.C.: 1974, p.104 |
| 3. The 1968 Vocational Amendments create a statutory framework under which substantial Federal appropriations can be directed toward the prevention of further increases in the ranks of the unemployed and underemployed. Congress has given us the blueprint. Now we must furnish the materials with which to build the structure the American people expect and demand. | 3. National Advisory Council on Vocational Education, Annual Report, 1969, p. 4. |
| 4. The National Council was created by the Vocational Education Amendments of 1968, but two National Advisory Groups of consultants led the way for its establishment. The President's Panel of Consultants on Vocational Education was appointed by President Kennedy in 1961 and was | 4. Strong, Merle E. and Schaeffer, Carl J. Introduction to Trade, Industrial and Technical Education. Columbus, Ohio: Charles E. Merrill Publishing Company, 1975, pp. 120-21 |

VOCATIONAL EDUCATION AMENDMENTS OF 1968 (Continued)

| Statement of Significance | Source of Statement |
|---|---|
| commonly referred to as the Willis Commission (named after its chairman Benjamin Willis, former Chicago Superintendent of Schools). Its report, Education for a Changing World of Work, provided a framework for the Vocational Education Act of 1963. As stipulated in the 1963 Act, another group, the Essex Commission (named after Martin Essex, State Superintendent for Ohio), transmitted its report, Vocational Education: The Bridge between Man and His Work, on December 11, 1967, and its recommendations were incorporated in the Vocational Education Amendments of 1968.<br><br>The 1968 Act requires this national council to meet at least four times a year, advise the U.S. Commissioner of Education concerning the effectiveness and administration of new vocational education programs that are mandated by legislation, and submit annual reports and recommendations to the Secretary of Health, Education and Welfare for transmittal to the Congress. The twenty-one-member council is also authorized to conduct independent evaluations of programs and distribute the results. | |

## GOAL 5.2

1. a. b
   b. a
   c. b
   d. c
   e. b
   f. a
   g. b
   h. c

2. COMMISSION ON NATIONAL AID TO VOCATIONAL EDUCATION (1914): THE NEEDS FOR VOCATIONAL EDUCATION

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Economic Needs

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Vocational training is needed to conserve and develop the country's natural resources.
Vocational training is needed to prevent the waste of human labor.
Vocational training is needed to provide a supplement to apprenticeship.
Vocational training is needed to increase wage-earning power.
Vocational training is needed to meet the increasing demand for trained workmen.
Vocational training is needed to offset the increased cost of living.
Vocational training is needed to ensure national prosperity.

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Social Needs

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Vocational training is needed to alleviate industrial and social unrest.
Vocational training is needed to develop higher standards of living.

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Educational Needs

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Vocational training is needed to democratize education.
Vocational training is needed for its indirect but positive effect on the aims of general education.
Vocational education is needed at the secondary level of schooling.

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Individual Needs

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None

PANEL OF CONSULTANTS ON VOCATIONAL EDUCATION (1961-1962):
THE NEEDS FOR VOCATIONAL EDUCATION

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Economic Needs

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Alterations and accelerated expansion of the vocational education program is needed immediately if the economic goals of growth and development in the decade of the 1960s are to be achieved.
Vocational education is needed to contribute to the stability and growth of the local, state, and national economies that sustain it.
Vocational education is needed to serve the needs of the U.S. as a major world power in a time of unprecedented peril and change, strengthening its bargaining power in world markets through increased individual productivity and strengthening its system of national defense through the optimum deployment of manpower resources.
Vocational education is needed to lower the unemployment rate.
Vocational education is needed to provide people with more extensive skills and greater theoretical knowledge to meet the needs for technicians to amplify the services of scientists and engineers.

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Social Needs

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Vocational education is needed for youth and adults unemployed or at work who need training or retraining to achieve employment stability.
Vocational education is needed to help build a better and stronger America.
Vocational education is needed to make education and training opportunities equally available to all, regardless of race, sex, or place of residence.
Vocational education is needed for high school youth with academic, socioeconomic or other handicaps that prevent them from succeeding in regular vocational education programs.

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Educational Needs

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Vocational and technical education is needed to provide training and retraining, to prepare youth for employment, and to brush up old skills and teach new ones needed in the world of work.

PANEL OF CONSULTANTS ON VOCATIONAL EDUCATION (1961-1962):
THE NEEDS FOR VOCATIONAL EDUCATION (Continued)

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Educational Needs (Continued)

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Educational programs of quality must be assured through providing adequate services and facilities.

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Individual Needs

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Vocational education is needed to aid the development of individual worth and dignity in all people regardless of their differing degrees of educability by: helping them enter and find a rewarding place in the world of work; enabling them to advance economically and socially by virtue of their capabilities; and, enhancing their sense of individual adequacy through release and exercise of the creative impulses latent within them.

ADVISORY COUNCIL ON VOCATIONAL EDUCATION (1968):
THE NEEDS FOR VOCATIONAL EDUCATION

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Economic Needs

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Training and retraining through vocational education is needed to help maintain economic growth and stability. (However, less emphasis must be placed on manpower as an economic resource and more on employment as a source of income and status for workers and their families.) Vocational education is needed to help alleviate the economic disparity caused by underemployment and unemployment in a rapidly expanding economy.

Many communities are too small to muster sufficient students for a range of occupational offerings broad enough to provide realistic freedom of occupational choice. Potential students, often those with the greatest needs, live in areas too isolated for access to meaningful training, others come from a home and neighborhood environment which

Economic Needs (Continued)

makes sound preparation for life and employment difficult. An adequate system of occupational preparation will provide residential facilities wherever their absence presents an obstacle to anyone in need of education and training.

Social Needs

An expanded concept of vocational education is required to help alleviate social problems such as: housing, poverty, urbanization, slums, population growth, juvenile delinquency, and ethnic relationships.

Any occupation which contributes to the good of society is a fit subject for vocational education. In the allocation of scarce resources, first attention must be paid to those occupations which offer expanding opportunities for employment. In the elementary and junior high school, attention can be paid only to groups of occupations which employ large numbers of people, and instruction must be restricted to broad principles, common skills, and pervasive attitudes which will be useful in a broad range of employment. These restrictions are less and less valid as the student goes through high school and junior college, until, in adult education, instruction is justified in even the most restricted field if it is valuable to the individual and to society.

Educational Needs

The expansion and development of vocational education programs is needed to meet the rising enrollment demands (for vocational education) and the demands for relevance in education.

Occupational preparation should not be limited to high school, but should have beginnings in elementary and junior high schools. Vocational education and general education should be more related rather than growing more separate. Some formal postsecondary occupational preparation for all should be a goal for the near future. More extensive cooperative work-study programs are needed.

Placement and follow-up should become responsibilities of the schools.

ADVISORY COUNCIL ON VOCATIONAL EDUCATION (1968):
THE NEEDS FOR VOCATIONAL EDUCATION (Continued)

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Individual Needs

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Vocational education, as part of the overall educational system, is needed to produce an educational environment conducive to the total development of the individual. Vocational education, as part of the overall educational system, is needed to provide education for all of the children of all of the people.

An expanded vocational education program is needed to bring educational reality to the ghetto, and to the children and youth of special circumstances who have been shortchanged educationally.

Vocational education is needed to improve the individual's employment status and earnings and to help him adapt to a changing economic environment and an expanding economy.

Beyond initial preparation for employment, many, out of choice or necessity, will want to bolster an upward occupational climb with part-time and sometimes full-time courses and programs as adults. These should be available as part of the regular public school system. They should not be limited to a few high-demand and low-cost trades; but should provide a range of occupational choice as wide as those available to students preparing for initial entry.

At every level from the elementary school through the postsecondary, adult, and remedial programs there will be those with special needs as defined by the 1963 act. For both humanitarian and economic reasons, persons with special needs deserve special help.

COMMISSION ON NATIONAL AID TO VOCATIONAL EDUCATION (1914), PANEL OF CONSULTANTS ON VOCATIONAL EDUCATION (1961-1962), ADVISORY COUNCIL ON VOCATIONAL EDUCATION (1968): THE NEEDS FOR VOCATIONAL EDUCATION

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Points of Comparison

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Economic Needs

Of the three national study panels, the Commission on National Aid to Vocational Education most emphasized the economic needs for vocational education. Although the Commission recognized that many different kinds and grades of vocational education would always be required, they focused their attention on the kinds of vocational education that would prepare workers for the common occupations which employed the greatest number of workers. They concluded:

> Vocational education is needed as a wise business investment for this Nation, because our national prosperity and happiness are at stake and our position in the markets of the world cannot otherwise be maintained.

Although the Panel of Consultants on Vocational Education cited the economic needs for vocational education, they stressed the needs of people first. "Education makes people more productive and versatile. Productive, versatile people will build a stronger and better America."

The Advisory Council on Vocational Education also cited the economic need for vocational education, placing greatest emphasis, however, on the needs of the individual. As the Council stated: "Less emphasis must be placed on manpower as an economic resource and more on employment as a source of income and status for workers and their families."

Individual Needs

The Commission on National Aid to Vocational Education emphasized the economic needs for vocational education at the expense of individual needs. The prevailing philosophy of the times viewed man primarily as an economic being, not as a cultural being. Education for workers was seen primarily as a means of increasing ability to perform work.

The Panel of Consultants on Vocational Education emphasized the need for vocational education to become available to a wider range of students. The purpose of the Vocational Education Act of 1963--the legislation that resulted from the Panel Report--states, "It is the purpose of this act to maintain, extend, and improve existing programs of vocational education, to develop new programs of vocational

Points of Comparison (Continued)

education, to provide part-time employment for youth who need such employment in order to continue their vocational training on a full-time basis, to provide instruction so that persons of all ages in all communities will have ready access to vocational training or retraining which is of high quality, realistic in relation to employment and suited to the needs, interests, and ability of the persons concerned."

The Advisory Council on Vocational Education emphasized the individual needs for vocational education, but focused attention on the needs of the "hard to reach and the hard to teach"--those who have been educationally shortchanged in the past.

## GOAL 5.3

1. SMITH-HUGHES ACT OF 1917: KEY FACTORS AFFECTING LEGISLATION

| Economic Factors | Political Factors | Professional Factors | Social Factors |
|---|---|---|---|
| Rapid industrial growth of the nation with corresponding manpower requirements: industrial and technological revolution; critical need for skilled manpower in industry and agriculture; Northern European immigration slows, no longer providing individuals with the skills necessary for the needs of the economy; less than 1% of nation's farmers had adequate preparation for farming; not 1 in 100 workers in mechanical pursuits and allied industries had adequate chance of securing training. | World War I; competition with industrial nations of the world; influential rural interests in Congress; need to "catch up with the Germans" in the training of workers for the war effort; President Wilson makes three separate appeals for Congressional action on the Smith-Hughes bill; with possibility of U.S. becoming involved in a war, Wilson saw value of a nationwide preparedness program. | National Society for the Promotion of Industrial Education brings need for industrial education to attention of public at large; demands educational experiment and reform; Massachusetts sets up state-level program of vocational education that provides model for country; David Snedden appointed State Commissioner of Education and Charles A. Prosser appointed State Director of Vocational Education; vocationalism one of hottest issues in education; Commission on National Aid to Vocational Education appointed by President Wilson; Charles Prosser guiding figure of Commission; Commission submits report that provides basis for Smith-Hughes Act. | Increasing population; urban growth; inequality of opportunity in educational system; industrial and social unrest. |

VOCATIONAL EDUCATION ACT OF 1963: KEY FACTORS AFFECTING LEGISLATION

| Economic Factors | Political Factors | Professional Factors | Social Factors |
|---|---|---|---|
| U. S. joins 19 other countries in Organization for Economic Cooperation and Development; OECD pledges to strive to attain a 50% increase in combined national output during the decade of the 60s;<br>rapid pace of technological advance;<br>mechanization on farms eliminating many jobs;<br>mechanization and automation replacing many unskilled workers in factories;<br>rising concern over persistence of unemployment and underemployment in economically depressed areas;<br>dramatic rise in youth unemployment and underemployment;<br>shortage of badly needed personnel in many technical, semi-professional, and skilled occupations. | President Kennedy stresses importance of modernization of vocational education legislation within the complexities of the space age;<br>assassination of President Kennedy;<br>the Great Society movement or concept; expanding role of Federal Government in helping to improve the social and economic welfare of all citizens. | Panel of Consultants on Vocational Education appointed by President Kennedy to review, evaluate, and make recommendations to improve and redirect the federal vocational education program;<br>Panel report provides basis for VEA 1963;<br>rising demand for new educational opportunities at secondary and post-secondary levels;<br>influence of American Vocational Association. | Continuation of population growth at relatively rapid rate maintained since end of World War II;<br>population mobility;<br>increasing number of people living in urban areas, particularly larger urban areas;<br>unprecedented increase in the 14- to 25-year-old age group because of high birth rate after World War II;<br>trend toward fewer average man-hours worked;<br>trend toward earlier retirement with more young people remaining in school;<br>increasing proportion of adult women seeking paid employment;<br>occupational change;<br>racial unrest and social turmoil;<br>civil rights movement. |

VOCATIONAL EDUCATION AMENDMENTS OF 1968: KEY FACTORS AFFECTING LEGISLATION

| Economic Factors | Political Factors | Professional Factors | Social Factors |
|---|---|---|---|
| Increasing technological development; financial difficulties in schools, particularly large city schools bulging at the seams with students, due to: increased costs per pupil, falling assessment ratios which shield more existing property from taxation, high cost of municipal systems, state limitations which favor rural and suburban school districts. | Increased seriousness of war in Vietnam; Congressman Roman Pucinski and Senator Wayne Morse push for passage of 1968 Amendments; influence of organized labor to delay entry of youth into the labor force; Women's Liberation Movement encourages women to seek jobs in all sectors of economy, not just traditional areas; increasing federal concern for the employment problems of the disadvantaged. | Advisory Council on Vocational Education reviews accomplishments of Vocational Education Act of 1963; Council report provides basis for 1968 Amendments; influence of American Vocational Association; increasing concern for career education. | Increasing unemployment for youth and nonwhites; increasing difficulty of poorly educated with limited skills to find jobs for themselves; large number of high school dropouts (about 1 million in 1966); social problems such as: housing, poverty, urbanization, slums, population growth, juvenile delinquency, ethnic relationships; large city problems such as: crime, disease, delinquency, illegitimacy, broken families, minority group concentration, unemployment, deficient housing, air and water pollution, congested transportation. waste and garbage disposal. |

PROPOSED VOCATIONAL EDUCATION AMENDMENTS, 1975-76: KEY FACTORS AFFECTING LEGISLATION

| Economic Factors | Political Factors | Professional Factors | Social Factors |
|---|---|---|---|
| Continual shortages in energy supplies; continued need to meet manpower requirements;<br>need for welfare reform;<br>continued evolvement of new technology. | Continued high unemployment;<br>rising problem of underemployment. | Job problems facing "overeducated graduates": projections indicate that by 1985 there will be more than 800,000 college graduates in the labor force than there will be job openings for them;<br>impact of career education philosophy in public schools which stresses the need for preparing all citizens for productive and satisfying work. | Continued emphasis upon the need for providing vocational education which places first priority upon development of the individual, not the needs of the labor market;<br>continual emphasis upon assisting groups with special needs. |

# Appendix B:
# Possible Self-Check Responses

NOTE

Questions 5-7, 11-13, and 15-18. Answers to these questions should be considered correct if they generally reflect the answers provided in the scoring key. Also, from individual research experience, you may have discovered other statements of significance regarding the major pieces of legislation and included them in the answers. The determination of the relevance of such statements is at your discretion.

## GOAL 5.1

1. What legislation created the first federal organization for the administration of vocational education? (5.11)

   _____a. Morrill Act of 1862
   __X__b. Smith-Hughes Act of 1917
   _____c. George-Deen Act of 1936

2. What legislation established the Bureau of Occupational and Adult Education within the U. S. Office of Education? (5.11)

   _____a. Vocational Education Act of 1963
   _____b. Vocational Education Amendments of 1968
   __X__c. Education Amendments of 1972

3. What legislation required the Office of Education to provide staff for the National Advisory Council for Vocational Education? (5.11)

____a. Smith-Hughes Act of 1917

____b. Vocational Education Act of 1963

_X_c. Vocational Education Amendments of 1968

4. What legislation granted public lands to the states for the establishment of agricultural and mechanical arts colleges? (5.11)

_X_a. Morrill Act of 1862

____b. Smith-Hughes Act of 1917

____c. George-Reed Act of 1929

5. What was the significance of the Smith-Hughes Act of 1917? (5.12)

This act established a pattern for federal-state cooperation in vocational education that continues to exist even under the most recent federal legislation.

This act created the first federal organization for the administration of vocational education.

This act provided the first categorical financial support for vocational education--for agriculture, home economics, and trades and industry.

This act remained in effect as originally passed with only minor amendments until the passage of the Vocational Education Amendments of 1968, which still did not eliminate the act.

This act remains a symbol of the early leaders responsible for its passage and for those who worked in the early years in the development of vocational education.

6. What was the significance of the Vocational Education Act of 1963? (5.12)

This act was the first vocational education legislation to emphasize federal aid for specific groups of people rather than for occupational categories.

For the first time in the history of vocational education legislation, this act allowed states to transfer or combine categorical training allotments.

This act established an Advisory Committee on Vocational Education in the U. S. Office of Education to periodically review the national program of vocational education. This act emphasized serving the youth of the country.

This act represented the most important vocational education legislation since 1917; it enacted into law a new federal-state cooperative program, highlighted by broadened conceptions of education for work and by greatly increased appropriations.

This act represented a commitment to move away from remedial training and retraining programs to preventive education and training programs to assist in developing people for full employment.

7. What was the significance of the Vocational Education Amendments of 1968? (5.12)

This act further enlarged the concept of vocational education and the necessity to integrate more effectively the poor, unemployed, and underemployed into the economic system.

This act was the first vocational education legislation to authorize funds specifically for the academically, culturally, and physically disadvantaged.

This act completely discontinued traditional categorical aid for vocational education.

This act established the present National Advisory Council on Vocational Education and required the appointment of a State Advisory Council as a condition of eligibility for the receipt of federal funds.

(7 continued)

This act emphasized vocational education at the postsecondary level.

This act proposed quality vocational education readily accessible to all.

## GOAL 5.2

8. Which national study panel submitted the report that provided the basis for the Smith-Hughes Act of 1917? (5.21)

   __X__ a. Commission on National Aid to Vocational Education
   _____ b. Panel of Consultants on Vocational Education
   _____ c. Advisory Council on Vocational Education

9. Which national study panel submitted the report, "Education for a Changing World of Work"? (5.22)

   _____ a. Commission on National Aid to Vocational Education
   __X__ b. Panel of Consultants on Vocational Education
   _____ c. Advisory Council on Vocational Education

10. Which national study panel report provided the basis for the Vocational Education Amendments of 1968? (5.23)

    __X__ a. "Vocational Education: The Bridge Between Man and His Work"
    _____ b. "Vocational Education: Today and Tomorrow"
    _____ c. "Education for a Changing World of Work"

11. What were the major economic, social, educational, and individual needs for vocational education identified by the Commission on National Aid to Vocational Education? If the Commission did not identify needs in a particular category, write "No needs identified." (5.24)

Economic Needs

(1) Vocational training is needed to conserve and develop the country's natural resources.
(2) Vocational training is needed to prevent the waste of human labor.
(3) Vocational training is needed to provide a supplement to apprenticeship.
(4) Vocational training is needed to increase wage-earning power.
(5) Vocational training is needed to meet the increasing demand for trained workmen.
(6) Vocational training is needed to offset the increased cost of living.
(7) Vocational training is needed to ensure national prosperity.

Social Needs

(1) Vocational training is needed to alleviate industrial and social unrest.
(2) Vocational training is needed to develop higher standards of living.

Educational Needs

(1) Vocational training is needed to democratize education.
(2) Vocational training is needed for its indirect but positive effect on the aims of general education.

Individual Needs

"No needs identified."

12. What were the major economic, social, educational, and individual needs for vocational education identified by the Panel of Consultants on Vocational Education? If the Panel did not identify needs in a particular category, write "No needs identified." (5.24)

Economic Needs

(1) Alterations and accelerated expansion of the vocational education program is needed immediately if the economic goals of growth and development in the decade of the 1960s are to be achieved.

(12 continued)

(Economic Needs- continued)

(2) Vocational education is needed to contribute to the stability and growth of the local, state, and national economies that sustain it.

(3) Vocational education is needed to serve the needs of the U. S. as a major world power in a time of unprecedented peril and change, strengthening its bargaining power in world markets through increased individual productivity and strengthening its system of national defense through the optimum deployment of manpower resources.

(4) Vocational education is needed to lower the unemployment rate.

(5) Vocational education is needed to provide people with more extensive skills and greater theoretical knowledge to meet the needs for technicians to amplify the services of scientists and engineers.

Social Needs

(1) Vocational education is needed for youth and adults unemployed or at work who need training or retraining to achieve employment stability.

(2) Vocational education is needed to help build a better and stronger America.

(3) Vocational education is needed to make education and training opportunities equally available to all, regardless of race, sex, or place of residence.

(4) Vocational education is needed for high school youth with academic, socioeconomic or other handicaps that prevent them from succeeding in regular vocational education programs.

Educational Needs

(1) Vocational and technical education is needed to provide training and retraining, to prepare youth for employment, and to brush up old skills and teach new ones needed in the world of work.

Individual Needs

(1) Vocational education is needed to aid the development of individual worth and dignity in all people regardless of their differing degrees of educability by: helping them enter and find a rewarding place in the world of work; enabling them to advance economically and socially by virtue of their capabilities; and, enhancing their sense of individual adequacy through release and exercise of the creative impulses latent within them.

13. What were the major economic, social, educational, and individual needs for vocational education identified by the Advisory Council on Vocational Education? If the Council did not identify needs in a particular category, write "No needs identified." (5.24)

Economic Needs

(1) Training and retraining through vocational education is needed to help maintain economic growth and stability. (However, less emphasis must be placed on manpower as an economic resource and more on employment as a source of income and status for workers and their families.)

(2) Vocational education is needed to help alleviate the economic disparity caused by underemployment and unemployment in a rapidly expanding economy.

Social Needs

(1) An expanded concept of vocational education is required to help alleviate social problems such as: housing, poverty, urbanization, slums, population growth, juvenile delinquency, and ethnic relationships.

Educational Needs

(1) The expansion and development of vocational education programs is needed to meet the rising enrollment demands (for voc. ed.) and the demands for relevance in education.

Individual Needs

(1) Vocational education, as part of the overall educational system, is needed to produce an educational environment conducive to the total development of the individual.

(2) Vocational education, as part of the overall educational system, is needed to provide education for all of the children of all of the people.

(3) An expanded vocational education program is needed to bring educational reality to the ghetto, and to the children and youth of special circumstances who have been shortchanged educationally.

(4) Vocational education is needed to improve the individual's employment status and earnings and to help him adapt to a changing economic environment and an expanding economy.

14. Compare and contrast the major economic and individual needs for vocational education as identified by the Commission on National Aid to Vocational Education, the Panel of Consultants on Vocational Education, and the Advisory Council on Vocational Education. (5.25)

Economic Needs

Of the three national study panels, the Commission on National Aid to Vocational Education most emphasized the economic needs for vocational education. Although the Commission recognized that many different kinds and grades of vocational education would always be required, they focused their attention on the kinds of vocational education that would prepare workers for the common occupations which employed the greatest number of workers. They concluded:

> Vocational education is needed as a wise business investment for this Nation, because our national prosperity and happiness are at stake and our position in the markets of the world cannot otherwise be maintained.

Although the Panel of Consultants on Vocational Education cited the economic needs for vocational education, they stressed the needs of people first. "Education makes people more productive and versatile. Productive, versatile people will build a stronger and better America."

The Advisory Council on Vocational Education also cited the economic need for vocational education, placing greatest emphasis, however, on the needs of the individual. As the Council stated: "Less emphasis must be placed on manpower as an economic resource and more on employment as a source of income and status for workers and their families."

Individual Needs

The Commission on National Aid to Vocational Education emphasized the economic needs for vocational education at the expense of individual needs. The prevailing philosophy of the times viewed man primarily as an economic being, not as a cultural being. Education for workers was seen primarily as a means of increasing ability to perform work.

The Panel of Consultants on Vocational Education emphasized the need for vocational education to become available to a wider range of students. The purpose of the Vocational Education Act of 1963--the legislation that resulted from the Panel report--states: "It is the purpose of this act to maintain, extend, and improve existing programs of vocational education,

to develop new programs of vocational education, to provide part-time employment for youth who need such employment in order to continue their vocational training on a full-time basis, to provide instruction so that persons of all ages in all communities will have ready access to vocational training or retraining which is of high quality, realistic in relation to employment and suited to the needs, interests, and ability of the persons concerned."

The Advisory Council on Vocational Education emphasized the individual needs for vocational education, but focused attention on the needs of the "hard to reach and the hard to teach"--those who have been educationally shortchanged in the past.

## GOAL 5.3

15. What were the key economic, political, professional, and social factors that affected the enactment of the Smith-Hughes Act of 1917? (5.31)

Economic Factors

(1) rapid industrial growth of the nation with corresponding manpower requirements; industrial and technological revolution;
(2) critical need for skilled manpower in industry and agriculture;
(3) Northern European immigration slows, no longer providing individuals with the skills necessary for the needs of the economy;
(4) less than 1% of nation's farmers had adequate preparation for farming; not 1 in 100 of workers in mechanical pursuits and allied industries had adequate chance of securing training.

Political Factors

(1) World War I;
(2) competition with industrial nations of world;
(3) influential rural interests in Congress;
(4) need to "catch up with the Germans" in the training of workers for the war effort;
(5) President Woodrow Wilson makes three separate appeals for Congressional action on the Smith-Hughes bill; with possibility of U. S. becoming involved in a war, Wilson saw value of a nationwide preparedness program.

Professional Factors

(1) National Society for the Promotion of Industrial Education brings need for industrial education to attention of public at large; demands educational experiment and reform;
(2) Massachusetts sets up state-level program of vocational education that provides model for country; David Snedden appointed State Commissioner of Education and Charles A. Prosser appointed State Director of Vocational Education;
(3) vocationalism one of hottest issues in education;
(4) Commission on National Aid to Vocational Education appointed by President Wilson; Charles Prosser guiding figure of Commission; Commission submits report that provides basis for Smith-Hughes Act.

Social Factors

(1) increasing population;
(2) urban growth;
(3) inequality of opportunity in educational system;
(4) industrial and social unrest.

16. What were the key economic, political, professional, and social factors that affected the enactment of the Vocational Education Act of 1963? (5.32)

Economic Factors

(1) U. S. joins 19 other countries in Organization for Economic Cooperation and Development; OECD pledges to strive to attain a 50% increase in combined national output during the decade of the 60s;
(2) rapid pace of technological advance;
(3) mechanization on farms eliminating many jobs; mechanization and automation replacing many unskilled workers in factories;
(4) rising concern over persistence of unemployment and underemployment in economically depressed areas;
(5) dramatic rise in youth unemployment and underemployment;
(6) shortage of badly needed personnel in many technical, semi-professional, and skilled occupations.

Political Factors

(1) President Kennedy stresses importance of modernization of vocational education legislation within the complexities of the space age;
(2) assassination of President Kennedy;
(3) the Great Society movement or concept; expanding role of Federal Government in helping to improve the social and economic welfare of all citizens.

Professional Factors

(1) Panel of Consultants on Vocational Education appointed by President Kennedy to review, evaluate, and make recommendations to improve and redirect the federal vocational education program; panel report provides basis for VEA 1963;
(2) rising demand for new educational opportunities at secondary and postsecondary levels;
(3) influence of American Vocational Association.

Social Factors

(1) continuation of population growth at relatively rapid rate maintained since end of World War II;
(2) population mobility;
(3) increasing number of people living in urban areas, particularly larger urban areas;
(4) unprecedented increase in the 14- to 25-year-old age group because of high birth rate after World War II;
(5) trend toward fewer average man-hours worked;
(6) trend toward earlier retirement with more young people remaining in school;
(7) increasing proportion of adult women seeking paid employment;
(8) occupational change;
(9) racial unrest and social turmoil;
(10) civil rights movement.

17. What were the key economic, political, professional, and social factors that affected the enactment of the Vocational Education Amendments of 1968? (5.33)

Economic Factors

(1) increasing technological development;
(2) financial difficulties in schools, particularly large city schools bulging at the seams with students, due to: increased costs per pupil, falling assessment ratios which shield more existing property from taxation, high cost of municipal systems, state limitations which favor rural and suburban school districts.

Political Factors

(1) increased seriousness of war in Vietnam;
(2) Congressman Roman Pucinski and Senator Wayne Morse push for passage of 1968 Amendments;
(3) influence of organized labor to delay entry of youth into the labor force;
(4) Women's Liberation Movement encourages women to seek jobs in all sectors of economy, not just traditional areas;
(5) increasing federal concern for the employment problems of the disadvantaged.

Professional Factors

(1) Advisory Council on Vocational Education reviews accomplishments of Vocational Education Act of 1963; Council report provides basis for 1968 Amendments;
(2) influence of American Vocational Association;
(3) increasing concern for career education.

Social Factors

(1) increasing unemployment for youth and nonwhites;
(2) increasing difficulty of poorly educated with limited skills to find jobs for themselves;
(3) large number of high school dropouts (about 1 million in 1966);
(4) social problems such as: housing, poverty, urbanization, slums, population growth, juvenile delinquency, ethnic relationships;
(5) large city problems such as: crime, disease, delinquency, illegitimacy, broken families, minority group concentration, unemployment, deficient housing, air and water pollution, congested transportation, waste and garbage disposal.

18. List three characteristics of the new legislation Congress is currently considering for Vocational Education. (5.34)

(1) Vocational Amendments of 1975-76 are basically an extension of the Vocational Education Act of 1963 as amended in 1968.
(2) Bills are coming in from AVA, AACJC, APGA, NASLUGC as well as from the Office of Education.
(3) The Act may have effect upon administrative organization of vocational education at the state level.

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